DOCUMENT RESUME

ED 249 886 HE 017 788

AUTHOR Fisher, Stephen H.
TITLE The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
INSTITUTION American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS AGENCY International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.
PUB DATE 79
NOTE 249p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 787-797 and HE 017 799-806.
AVAILABLE FROM American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($6.00).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Allied Health Occupations Education; Articulation (Education); *College Admission; College Programs; Degrees (Academic); Educational Certificates; Educational Testing; Elementary Secondary Education; Foreign Countries; *Foreign Students; Higher Education; International Educational Exchange; Secondary School Curriculum; *Student Placement; Study Abroad; Teacher Education
IDENTIFIERS Barbados; *Caribbean; *Foreign Educational Credentials; Guyana; Jamaica; Trinidad and Tobago

ABSTRACT

The educational system of the Commonwealth Caribbean is described, and placement recommendations concerning students who want to study in the United States are presented. After a description of primary education, the secondary education systems of Jamaica, Trinidad and Tobago, Guyana, Barbados, and other territories are discussed. Information is provided on the General Certificate of Education (G.C.E.) for secondary education, and the application of high school and G.C.E. subjects for admission to American colleges. Local examinations for the Caribbean Examinations Council and for Jamaica are considered. Teacher education degrees at the University of West Indies and the University of Guyana are covered, along with teacher training colleges, and individual programs in education at the different islands/territories. University issues are discussed, including governance, departments, admissions, degrees, credits, and examinations. Information on 29 institutions of further education and on 14 allied health professions programs is provided, along with details of qualifications for training programs in such areas as accounting, business, commerce, and technology. The placement recommendations cover school transfers, high school graduation, and educational certificates and degrees. (SW)

ED249886

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

AACRAO

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

NATIONAL COUNCIL ON THE EVALUATION OF FOREIGN EDUCATIONAL CREDENTIALS

Chairperson of the Council—Sanford C. Jameson, Director, Office of International Education, College Entrance Examination Board, 1717 Massachusetts Avenue, N.W., Washington, DC 20036.

Vice Chairperson/Secretary—Robert J. Hefling, Assistant Dean, Graduate and International Student Admissions, University of Colorado, Boulder, CO 80302.

Member Organizations and Their Representatives

American Association of Collegiate Registrars and Admissions Officers—Vice President for International Education, Cliff Sjogren, Director of Admissions, University of Michigan-Ann Arbor, Ann Arbor, MI 48109; Chairperson of the World Education Series Committee, Rebecca R. Dixon, Assistant Dean, The Graduate School, University of Southern California, Los Angeles, CA 90007; Josef Silny, Director, International Transfers and Admissions, City University of New York, New York, NY 10001.

American Association of Community and Junior Colleges—Irvin G. Lewis, Vice President, Pasadena City College, Pasadena, CA 91106.

American Council on Education—Representative for Policy Discussions, Rose L. Hayden, Director, International Education Project, American Council on Education; Representative for Placement Recommendation Discussions, Eugene Sullivan, Associate Director, Office of Educational Credentials, American Council on Education, One Dupont Circle, Washington, DC 20036.

College Entrance Examination Board—Sanford C. Jameson (listed above as Chairperson of the Council).

Council of Graduate Schools—Andrew J. Hein Assistant Dean, Graduate School, University of Minnesota-Twin Cities, Minneapolis, MN 55455.

Institute of International Education—Martha Renaud, Coordinator, Division of Foreign Student Placement, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

National Association for Foreign Student Affairs—Gary Hoover, Associate Dean of Admissions, University of the Pacific, Stockton, CA 95204; Johnny K. Johnson, Director of Graduate Admissions, University of Kentucky, Lexington, KY 40506; Edith Nicholas, Director of Foreign Admissions, Roosevelt University, Chicago, IL 60605.

Observer Organizations and Their Representatives

U.S. Department of State—Agency for International Development—Hattie Jarmon, Educational Specialist, Office of International Training, Washington, DC 20523.

International Communication Agency—Educational and Cultural Affairs—Mary Ann Spreckelmeyer, Acting Chief, Division of Student Support Services, Office of Academic Programs, Washington, DC 20520.

U.S. Office of Education—Charles C. Hauch, Chief, Comparative Education Section, International Services and Research Branch, U.S. Office of Education, Washington, DC 20202.

The State of New York Education Department—Thomas Monahan, Assistant in Comparative Education, Division of Professional Licensing, State Education Department, the University of the State of New York, 99 Washington Avenue, Albany, NY 12210.

The Commonwealth Caribbean

A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States

Stephen H. Fisher
President
World Education Services, Inc.

1979

A Service of the International Education Activities
Group of the American Association of Collegiate Registrars
and Admissions Officers,
Washington, D.C.

Placement Recommendations Approved
by the National Council on the Evaluation
of Foreign Educational Credentials

Library of Congress Catalog Card Number: 79-53429

Publication of the World Education Series is assisted by grants from the Directorate for Educational and Cultural Affairs of the International Communication Agency.

Preface

Yogi Berra, the baseball player, had a talent for making statements that yielded considerably more meaning upon reflection than when first heard. Referring to a championship battle in baseball, he once said, "It's not over until it's over." I have a feeling that this book is finished but that it's not really over. There are things that should be in it but aren't; it has turned out to be a larger undertaking than envisioned. Possibly the publisher will agree to an annual addendum: for sure, the Caribbean needs it, because to call the educational development of the area dynamic is an understatement.

I am very grateful to the members of the World Education Series Committee for asking me to work on the book. I could not have asked for a more important task, though I have never had one I was so happy to see "over," Yogi Berra's observation and my own notwithstanding.

The compilation of the information required the help of many persons, most of them Caribbean educators. I cannot mention them all because no list would be complete.

Leslie Robinson, the Pro Vice Chancellor of the University of the West Indies, introduced me to people and ideas in Caribbean education that are a *sine qua non* to the book. He also devoted many hours to reading the manuscript and enlisting the help of other Caribbean educators. He has corrected many errors, pointed out inconsistencies, and pointed the right direction in so many cases that I believe the book could not have been produced without him.

Josef Silny, the Director of International Student Admissions for the City University of New York, has worked on the manuscript from its first draft and has contributed many useful ideas and comments. I have worked with him for many years, and I like it because he *cares*.

This has been a very hard book to write, but probably even more difficult to edit. Lucy McDermott, World Education Series editor, deserves more praise than I can possibly express. I hope my thanks are enough. She has been ably assisted by Paula Eurenius.

The book is dedicated to Hazel M. Case, Marie-José Fisher, and Vernon Warner, all citizens of Caribbean countries, and to the students of the Volunteers' School for Adults, a division of World Education Services, Inc. Hazel, Marie-Jo, and Vernon are all assistant head teachers of the Volunteers' School for Adults, which helped more than 1,000 persons prepare for high school equivalency diplomas between 1971 and 1977. (Seventy-five percent of the students were Caribbean-born.) These three dedicated approximately 7,500

volunteer hours; none ever received a penny in salary or other remuneration. They would never claim credit for their volunteerism and sharing: for them, their work is the least they can do, a responsibility to their communities.

Mr. Berra once pointed out, following the loss of a World Series, that his team had made "too many wrong mistakes." I am responsible for all mistakes, wrong and otherwise, in this book, but I thank those who helped me reduce the number.

Stephen H. Fisher
New York, New York
June, 1979

For
Hazel M. Case
Marie-José Fisher
Vernon S. Warner
and the other people of the
Volunteers' School for Adults

Table of Contents

Preface iii

Map xiv

Chapter One: The Commonwealth Caribbean 1

Chapter Two: Approach to Education in the Commonwealth Caribbean 13
- Selective Education: Its Problems 13
- The Search for a Solution 14
- The Role of Examinations 15
- Caribbean-U.S. Equivalents 16

Chapter Three: Primary Education 19
- All-Age Schools 19
- Examinations 20

Chapter Four: Secondary Education 21
- Types of School 22
- Form VI 23
- Descriptions of Systems 23
  - Jamaica 23
  - Trinidad and Tobago 25
  - Guyana 27
  - Barbados 28
  - Other Territories 29

Chapter Five: Overseas Secondary School Examinations 31
- General Certificate of Education 31
  - G.C.E. O Level 32
  - G.C.E. A Level 34
  - OA Level and General Paper 35
  - Special Papers 36
  - Standards and Description of the G.C.E. 36
  - Counting High School Units 36
  - Counting G.C.E. Subjects for Admission 37

School Certificate 38
Higher School Certificate 41
Examining Boards 41
Comparison of G.C.E. and School Certificate 42
College of Preceptors 42
Forged Credentials 43

Chapter Six: Local Examinations 45
Caribbean Examinations Council 45
Organization of the CXC 47
Structure of the Examinations 48
Syllabuses 49
Examinations Procedures 50
Grades 51
Profile Report 51
Equivalents 52
The CXC and the Future of the G.C.E. 53
Jamaican Certificates and Examinations 54
Secondary School Certificate 54
Jamaica School Certificate 57
Selection Examinations 58
Jamaica Local Examinations 58
Jamaica Certificate of Education 59
Pupil-Teacher Examinations 59
Other Local Examinations 59

Chapter Seven: Teacher Education 61
University Programs 62
The University of the West Indies 62
Bachelor of Education 63
Master of Arts in Education 64
Doctor of Philosophy in Education 64
Diploma in Education 64
Certificate in Education 65
Undergraduate Studies in Education 65
The University of Guyana 65
Bachelor of Education 65
Diploma in Education 66
Certificate in Education 67
Undergraduate Studies in Education 68
Department of Curriculum Development 68
Teacher Training Colleges 68
The Two-Year Programs 70
Curriculum Outlines 71

Admission to Training Colleges 75
Transcripts and Credits 76
Examinations and Grades 76
Individual Programs in Education 77
Jamaica: The Former Three-Year Program 77
Other Three-Year Programs 78
Jamaica: The Current Program 78
Jamaica: Caledonia Junior College 78
Jamaica: Emergency Teacher Training at Moneague 79
Other Emergency Training Schemes 79
Jamaica: In-Service Teacher Education Thrust 80
Jamaica: Curriculum Development Thrust 80
Jamaica: Teachers of Agriculture 81
Jamaica: C.A.S.T. Technical Education Department 81
Guyana: Pre-Service Training Programs 81
Guyana: In-Service Training 82
Guyana: Short In-Service Course 82
Guyana: Specialty Teaching Programs 82
Trinidad and Tobago: Two-Year Programs 83
Trinidad and Tobago: Technical Education 83
Barbados and Other Eastern Caribbean Territories 83
Belize: Training Programs 86
Bahamas: College of the Bahamas 86
Seventh Day Adventist Colleges 87

Chapter Eight: The Universities 89
The University of the West Indies 89
Governance 89
Development of the University 90
Finance 91
Faculties and Departments 91
Admissions 93
First Degrees 95
Higher Degrees 96
Academic Programs 96
Courses and Credits 104
Transcripts and Grades 105
Examinations 105
Extra-Mural Studies 106
The University of Guyana 106
Governance 107
Development of the University 107
Faculties and Departments 108
Admissions 108

First Degrees 109
Higher Degrees 109
Academic Programs 109
Courses and Credits 114
Transcripts and Grades 116
Examinations 116
Extra-Mural Studies 117

Chapter Nine: Institutions of Further Education 119
Evaluation of Listed Programs 119
Evaluation of Unlisted Programs 119
Barbados Community College 120
Bermuda College 124
Caribbean Union College 125
Carnegie School of Home Economics 126
Cipriani Labour College 127
Codrington College 127
College of Arts, Science, and Technology 128
College of the Bahamas 141
College of Jamaica 144
Community Colleges of Jamaica 145
Critchlow Labour College 148
Eastern Caribbean Institute of Agriculture and Forestry 148
Government Technical Institute, Guyana 149
Guyana Industrial Training Centre 153
Guyana School of Agriculture 154
Hotel School, Barbados 155
Housecraft Centre, Barbados 155
Imperial College of Tropical Agriculture 156
Jamaica School of Agriculture 156
Jamaica School of Art 158
Jamaica School of Dance 162
Jamaica School of Drama 163
Jamaica School of Music 164
John S. Donaldson Technical Institute 167
REPAHA 172
Samuel Jackman Prescod Polytechnic 175
Technical Institute (Barbados) 176
Trinidad and Tobago Hotel School 177
West Indies College 177

Chapter Ten: Training in the Allied Health Professions 181
Summary of Programs 182
Program Descriptions 184

Community Health 184
Dental Auxiliaries 184
Dietetic Technology 185
Health Education 186
Health Services Administration 187
Medical Laboratory Technology 187
Medical Records Technology 189
Nursing 190
Occupational Therapy 193
Pharmacy 194
Physiotherapy 195
Pre-Health Services 195
Public Health Inspection 195
X-Ray Technology 196
Planned Programs 196

Chapter Eleven: External Career and Professional Qualifications 197
Association of Certified Accountants 197
City and Guilds of London Institute 198
College of Preceptors 199
Institute of Accounting Staff 202
London Chamber of Commerce and Industry 202
Ordinary and Higher Diplomas and Certificates 203
Ordinary and Higher Certificates in Business Studies 204
Royal Society of Arts 206
Union of Lancashire and Cheshire Institutes 207

Chapter Twelve: Placement Recommendations 209
Guide to Analysis of Credentials 209
Required Documents 209
Marks and Grades 210
Mature-Age Applicants 211
Placement Recommendations 211
School Transfers 211
Sub-High School Graduation Credentials 212
High School Graduation 213
Admission to Higher Education, Based on High School-Level Subjects 213
School Certificate 216
Higher School Certificate 216
Independent Technical and Professional Examinations 216
Institutions of Technical and Professional Education 216
Training in the Allied Health Professions 217
Teacher Education 217

University Degrees 219
University Diplomas and Certificates 220

Bibliography 223

Index 225

List of Tables

Table 1. Results of High School Selection Examinations in Jamaica, 1973-76 24

Table 2. CXC Subjects and Examinations 49

Table 3. Percentage of Trained Teachers, 1957 62

Table 4. Percentages of Trained and Untrained Teachers and Qualifications of Untrained Teachers, Jamaica Teaching Force, 1973 62

Table 5. Qualifications of Students of Caledonia Junior College 79

Table 6. Statistics on Teacher Training Colleges of the Eastern Caribbean 84

Table 7. Qualifications of Entering Students at the Seven Eastern Caribbean Teachers Colleges, 1974-75 84

Table 8. Enrollment at the University of the West Indies, 1948-76 92

Table 9. Enrollment and Awards, University of Guyana, 1965-75 ... 108

Table 10. Curriculum, Ordinary Diploma in Commerce, Government Technical Institute, Georgetown 153

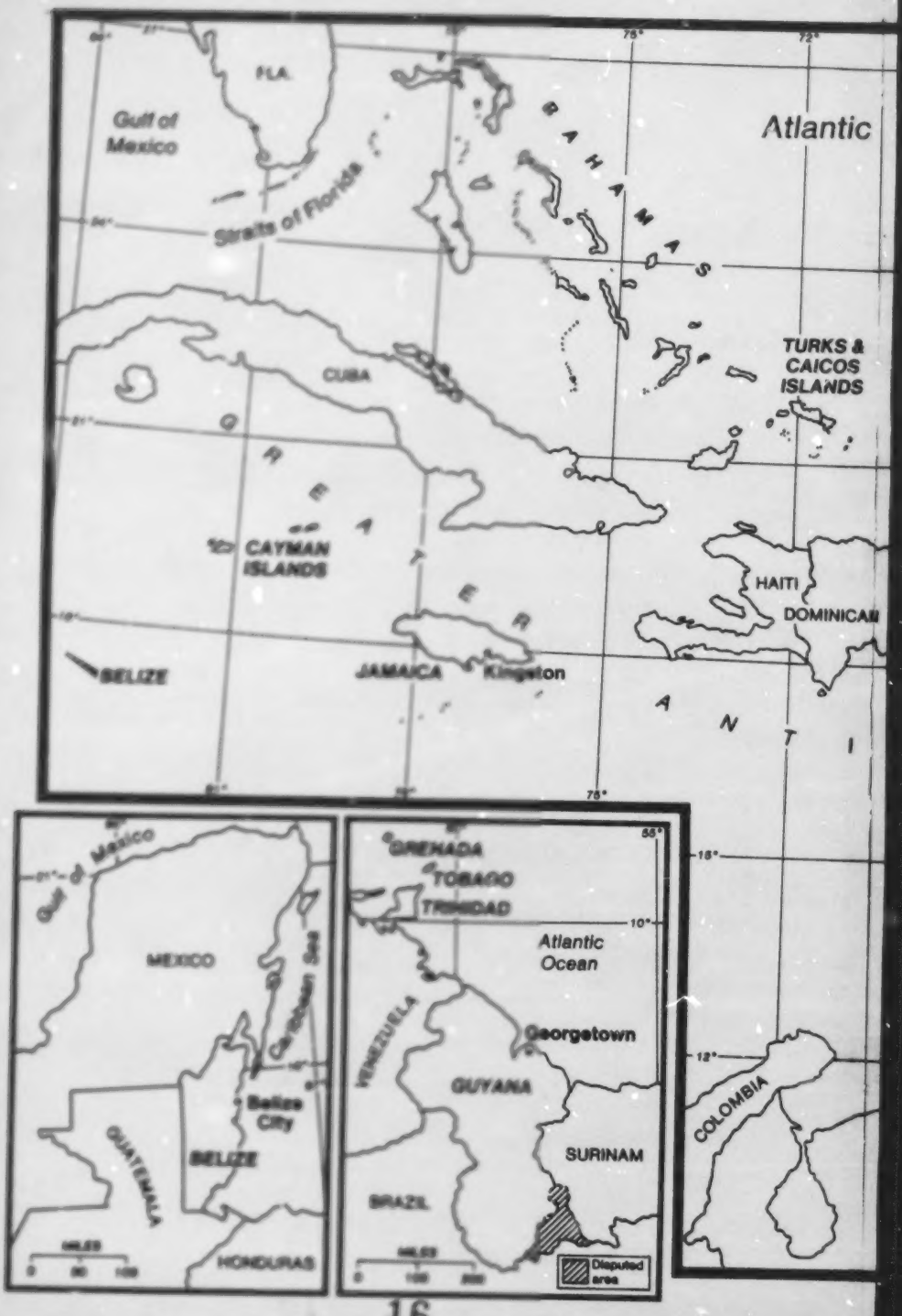
Table 11. Courses for Weaving and Printed Textiles Major, Jamaica School of Art 161

Table 12. Courses for Textile Minor, Jamaica School of Art 161

Table 13. Electrical Engineering Technicians' Course, John S. Donaldson Technical Institute 173

Table 14. Curriculum, REPAHA Pre-Clinical Year 174

Table 15. Programs Offered at Caribbean Schools of Nursing, Fall 1977 191


FLA.
Gulf of Mexico
Straits of Florida
Atlantic
BAHAMAS
CUBA
TURKS & CAICOS ISLANDS
CAYMAN ISLANDS
HAITI
DOMINICAN
BELIZE
JAMAICA
Kingston
CARIBBEAN SEA
ANTILLES
MEXICO
Gulf of Mexico
Caribbean Sea
Belize City
BELIZE
GUATEMALA
HONDURAS
GRENADA
TOBAGO
TRINIDAD
Atlantic Ocean
VENEZUELA
Georgetown
GUYANA
SURINAM
BRAZIL
COLOMBIA
Disputed area

Map by Arnold Bombay.

Chapter One

The Commonwealth Caribbean

The Commonwealth Caribbean comprises 18 territories that are members of the Commonwealth of Nations, the association of territories formerly part of the British Empire and later the British Commonwealth. The Commonwealth includes member states from the continents of Africa, Asia, Europe, North America, and South America, from Australia, and from numerous islands—including, of course, Britain.

Sixteen of the 18 territories of the Commonwealth Caribbean are islands. Belize (formerly British Honduras) is in Central America next to Guatemala and southern Mexico and bordering on the Caribbean Sea. Guyana (formerly British Guiana) is in South America, located between Venezuela and Surinam; it borders on the Atlantic Ocean east of the Caribbean. Of the 16 islands, Barbados, The Bahamas, and the Turks and Caicos Islands do not border the Caribbean, but they are as close to the Caribbean islands as the Caribbean islands are to each other; Bermuda is located in the Atlantic east of the Carolinas and far from the other countries of the West Indies (another term frequently used for the region).

The other islands are part of the Antilles chain, which begins with Trinidad and Tobago just off the northeastern coast of Venezuela and then bends in a great curve that comprises the Windward and Leeward Islands and the Greater Antilles, terminating with the western end of Cuba, which points toward the Yucatan Peninsula of Mexico. With the eastern shores of Central America and the northern coast of South America, the Antilles enclose the Caribbean Sea. The Commonwealth territories in the Antilles chain include Trinidad and Tobago; Grenada, St. Vincent, St. Lucia, and Dominica of the Windward Islands; Montserrat, Antigua, St. Kitts[1] and Nevis, and Anguilla of the Leeward Islands; the British Virgin Islands; and Jamaica and the Cayman Islands west of Haiti and south of Cuba. The islands of the Greater Antilles are (from the east) Puerto Rico, Hispaniola (Dominican Republic and Haiti), Cuba, and Jamaica.

Summaries on each of the 18 territories follow:[2]

1. St. Christopher.
2. The pattern of information and statistics is not the same for all territories because of differences in the quality and quantity of readily available information.

Anguilla

Status in Commonwealth: British dependent territory.
Location: Eastern Caribbean.
Island Group: Leeward Islands.
Population: 6,519 (1974 census).
Area: 35 square miles.
Capital: The Valley.
Responsible Ministry: Ministry of Social Services, The Valley.
Responsible Official: Minister of Social Services.
Permanent Officials: Administrative Secretary, Assistant Secretary.

Schools (1977)	Number
Pre-Primary	1
Primary	6
Secondary	1
Total	8

Source: *Caribbean Yearbook* (1977-78).

Antigua

Status in Commonwealth: State in Association with United Kingdom, self-governing.
Location: Eastern Caribbean.
Island Group: Leeward Islands.
Population: 63,000.
Area: 170.5 square miles.
Principal Islands: Antigua plus dependencies: Barbuda, Redonda.
Capital: St. John's.
Largest Cities: St. John's, All Saints, Liberta, Old Road, Parham, Freetown.
Responsible Ministry: Ministry of Education and Culture, St. John's.
Responsible Official: Minister of Education and Culture.
Permanent Officials: Permanent Secretary, Chief Education Officer.

Source: *Caribbean Yearbook* (1977-78).

Commonwealth of the Bahamas

Status in Commonwealth: Independent nation.
Location: Atlantic, north of Hispaniola and Cuba.
Population: 168,209 (1970 census).
Area: more than 5,000 square miles, distributed over many islands.

Principal Islands: Abaco and Cays, Acklins, Andros, Berry Island, Bimini Islands, Cat Island, Crooked Island, Eleuthera, Exuma Cays, Grand Bahama, Inagua, Long Cay, Long Island, Mayaguana, New Providence, Ragged Island, Rum Cay, and San Salvador.

Capital: Nassau, New Providence.

Reponsible Ministry: Ministry of Education and Culture, P.O. Box N3913, Nassau, New Providence.

Responsible Official: Minister of Education and Culture.

Permanent Officials: Permanent Secretary, Director of Education.

Age of Free and Compulsory Education: 5 to 14.

Schools (1976)	Number
Primary	57
All-Age	104
Junior High	7
Junior/Senior High	8
Senior High	8
Independent, Primary and Secondary	42
Enrollment (1976)	
Type of School	
Government Primary	27,532
Government Junior High	12,241
Government Senior High	7,271
Independent	12,719
Special	247
Total	60,010

SOURCE: Ministry of Education and Culture.

BARBADOS

Status in Commonwealth: Independent nation.

Location: Atlantic, east of Windward Islands.

Population: 251,272 (1974).

Area: 166 square miles.

Capital: Bridgetown.

Largest Cities: Bridgetown, Speightstown.

Responsible Ministry: Ministry of Education and Community Development, Bridgetown.

Responsible Official: Minister of Education and Community Development.

Permanent Officials: Permanent Secretary, Chief Education Officer.

Age of Compulsory Education: 5 to 16.

Schools (1976)	Number	Enrollment
Primary, All-Age	120	36,546
Secondary, Government	20	19,167
Secondary, Approved	19	7,334
Totals	159	63,047

SOURCE: *Caribbean Yearbook* (1977-78).

BELIZE

Status in Commonwealth: Self-Governing Territory in Association with the United Kingdom.

Location: East Coast of Central America.

Former name: British Honduras.

Population: 119,863 (1970 census), 140,000 (1977, est.).

Area: 8,866 square miles.

Capital: Belmopan.

Largest City: Belize City.

Responsible Ministry: Ministry of Education and Housing.

Responsible Official: Minister of Education and Housing, Belize City.

Permanent Officials: Permanent Secretary, Chief Education Officer, principal education officers.

Age of Compulsory Education: 6 to 14.

SOURCE: *Commonwealth Yearbook* (1976).

BERMUDA*

Status in Commonwealth: Internally self-governing colony.

Location: Atlantic Ocean.

Population: 53,500 (1976, est.).

Area: 20.59 square miles.

Capital: Hamilton.

Responsible Ministry: Ministry of Education, Hamilton.

Responsible Official: Minister of Education.

Permanent Officials: Permanent Secretary for Education and Libraries; Chief Education Officer.

Age of Compulsory Education: 5 to 16.

Schools	Number
Pre-Primary	10
Primary	18
Secondary, private	5
Secondary, government	9
Total	42

SOURCE: British Information Service.

*The Bermuda Islands, or Somer Islands.

THE BRITISH VIRGIN ISLANDS

Status in Commonwealth: British Colony.

Location: Caribbean, east of Puerto Rico.

Population: 10,740 (1974).

Area: 59 square miles.

Number of Islands: more than 60 (16 inhabited).

Principal Islands: Tortola, Virgin Gorda, Anegada, Jost Van Dyke.

Capital: Road Town, Tortola.

Responsible Ministry: Board of Education, Road Town, Tortola.

Responsible Official: The Chief Minister.

Permanent Official: The Chief Education Officer.

Education free and compulsory commensurate with existing facilities.

Schools	Number	Enrollment
Primary, Government	11	—
Primary, Denominational	3	1,871
High School	1	784
Totals	15	2,655

SOURCE: *Caribbean Yearbook* (1977-78).

CAYMAN ISLANDS

Status in Commonwealth: British Colony (dependency of Jamaica until 1959).

Location: Caribbean, northwest of Jamaica.

Population: 14,000 (1975, est.).

Area: 100 square miles.

Number of Islands: three (Grand Cayman, Cayman Brac, Little Cayman).

Capital: George Town, Grand Cayman.

Responsible Ministry: Department of Health, Education, and Social Services, George Town, Grand Cayman.

Permanent Official: Chief Education Officer.

Age of free and compulsory education: 5 to 15.

Schools	Number
Primary, Government	9
Private	5
Junior High	1
Government, Comprehensive High	1
Total	16

SOURCE: *Caribbean Yearbook* (1977-78).

DOMINICA

Status in Commonwealth: Independent nation.

Location: Eastern Caribbean.

Island Group: Windward Islands.

Population: 75,000 (1975 est.).

Area: 289.5 square miles.

Capital: Roseau.

Largest Cities: Roseau, Portsmouth, Marigot, St. Joseph, Grand Bay.

Responsible Ministry: Ministry for Education, Youth Affairs, and Cooperatives, Roseau.

Responsible Official: Minister for Education, Youth Affairs, Cooperatives.

Permanent Official: Chief Education Officer.

Schools (1975)	Number
Primary, Government	54
Primary, Denominational	3
Primary, Temporary	33
Total	90

SOURCE: *Caribbean Yearbook* (1977-78).

GRENADA

Status in Commonwealth: Independent nation.

Location: Eastern Caribbean.

Island Group: Windward Islands.

Population: 106,049 (1974).

Area: 133 square miles.

Principal Islands: Grenada, Carriacou, Petit Martinique.

Capital: St. George's.

Largest cities: St. George's, Gouyave, Victoria.

Responsible Ministry: Ministry of Education, St. George's.

Responsible Official: Minister of Education.

Permanent Officials: Permanent Secretary, Chief Education Officer.

Education not compulsory.

Schools (1973)	Number	Enrollment
Primary	61	28,745
Secondary, Academic	14	4,773
Secondary, Technical	1	—
Totals	76	33,518

SOURCE: *Caribbean Yearbook* (1977-78).

COOPERATIVE REPUBLIC OF GUYANA

Status in Commonwealth: Independent nation.

Location: North Coast of South America.

Former Name: British Guiana.

Population: 794,348 (1975, est.).

Area: 83,000 square miles.

Capital: Georgetown.

Largest Cities: Georgetown, New Amsterdam, Linden, Corriverton, Rose Hall.

Responsible Ministry: Ministry of Education, Social Development and Culture, 21 Brickdam, Georgetown.

Responsible Official: Minister of Education, Social Development and Culture.

Permanent Officials: Permanent Secretary, Chief Education Officer.

Age of Compulsory Education: 5 to 15.

Schools (1975)	Number	Enrollment
Primary, Government	178	88,442
Primary, Denominational	221	81,763
Secondary, Government	34	16,587
Secondary, Government-aided	13	9,477
Secondary, Technical	2	2,348
Totals	448	198,617

SOURCE: Ministry of Education, Social Development and Culture.

JAMAICA

Status in Commonwealth: Independent nation.

Location: Caribbean, south of Cuba.

Island Group: Greater Antilles.

Population: 2,060,300 (1975 est.).

Area: 4,411.21 square miles.

Capital: Kingston.

Largest Cities: Kingston, Montego Bay, Spanish Town, May Pen, Mandeville, Savanna la Mar, Port Antonio.

Responsible Ministry: Ministry of Education, 2 National Heroes Circle, Kingston.

Responsible Official: Minister of Education.

Permanent Officials: Permanent Secretary, Chief Education Officer.

Age of Compulsory Education: 6 to 15.

Schools (1977)	Number	Enrollment
Infant/Primary/All-Age/Special	813	440,038
Secondary/Comprehensive/ Vocational	89	98,316
High School/Technical High	50	39,423
Independent	243	44,789
Recognized Basic	862	66,814
Totals	2,057	689,380

SOURCE: Ministry of Education.

MONTSERRAT

Status in Commonwealth: British Colony.

Location: Eastern Caribbean.

Island Group: Leeward Islands.

Population: 13,291 (1975).

Area: 39 square miles.

Capital: Plymouth.

Responsible Ministry: Ministry of Education, Health, and Welfare, Plymouth.

Responsible Official: Minister of Education, Health, and Welfare.

Permanent Official: Chief Education Officer.

Schools (1975)	Number	Enrollment
Pri-Primary	8	300
Primary	16	2,623
Junior Secondary	3	—
Secondary	1	312
Secondary, Technical	1	60
Totals	29	3,295

SOURCE: *Caribbean Yearbook* (1977-78).

St. Kitts* and Nevis

Status in Commonwealth: State in Association with the United Kingdom.

Location: Eastern Caribbean.

Island Group: Leeward Islands.

Population: 51,053.

Area: St. Kitts, 65 square miles; Nevis, 36 square miles.

Capital: Basseterre, St. Kitts.

Largest Cities: Basseterre, St. Kitts, and Charlestown, Nevis.

Responsible Ministry: Ministry of Education, Health and Social Affairs, Basseterre, St. Kitts.

Responsible Official: Minister of Education, Health and Social Affairs.

Permanent Officials: Permanent Secretary, Chief Education Officer.

Schools	Number
Primary, St. Kitts	21
Primary, Nevis	10
All-Age, Senior School, Nevis	1
Junior High, St. Kitts	1
High School, St. Kitts	3
Private Secondary, St. Kitts	1
Secondary, Nevis	1
Total	38

Enrollment (St. Kitts and Nevis, 1977)

Type of School	Number
All-Age	6,414
Primary	2,139
Secondary	4,170

Source: *Caribbean Yearbook* (1977-78).

*St. Christopher.

St. Lucia

Status in Commonwealth: Independent nation.

Location: Eastern Caribbean.

Island Group: Windward Islands.

Population: 110,000.

Area: 238 square miles.

Capital: Castries.

Largest Cities: Castries, Vieux Fort, SouFriere, Dennery, Asise la Raye, Micoud.

Responsible Ministry: Ministry of Education and Health, Castries.

Responsible Official: Minister of Education and Health.

Permanent Officials: Chief Education Officer.

Schools	Number
Primary (1973)	90
Junior Secondary	6
Secondary	4
Secondary, Comprehensive	1
Total	101

SOURCE: *Caribbean Yearbook* (1977-78).

ST. VINCENT

Status in Commonwealth: State in Association with the United Kingdom (moving toward independence).

Location: Eastern Caribbean.

Island Group: Windward Islands.

Population: 100,427 (1975).

Area: 150 square miles.

Principal Islands: St. Vincent and the Grenadines dependencies: Beguia, Mustique, Mayreau, Canovan, Union Island.

Capital: Kingstown.

Responsible Ministry: Ministry of Educational and Youth Affairs, Kingstown.

Responsible Official: Minister of Educational and Youth Affairs.

Permanent Officials: Permanent Secretary, Chief Education Officer.

Education not compulsory.

Schools (1975)	Number	Enrollment
Primary	61	27,067
Junior, Secondary	4	3,573
Secondary, Government	2	945
Secondary, Private	10	2,128
Totals	77	33,713

SOURCE: *Caribbean Yearbook* (1977-78).

REPUBLIC OF TRINIDAD AND TOBAGO

Status in Commonwealth: Independent nation.

Location: Eastern Caribbean, just north of Venezuela.

Population: 1,081,550 (1975, est.).

Area: Trinidad, 1,864 square miles; Tobago, 116 square miles.

Principal Islands: Trinidad, Tobago.

Capital: Port of Spain, Trinidad.

Largest Cities: Port of Spain, San Fernando, Arima.

Responsible Ministry: Ministry of Education and Culture.

Responsible Official: Minister of Education and Culture.

Permanent Officials: Permanent Secretary, Chief Education Officer.

Age of Compulsory Education: 6 to 12.

Schools (1974)	Number
Primary and Intermediate	476
Primary, Private	214
Secondary, Government	46
Secondary, Technical	3
Secondary, Private	108
Commercial, Private	102
Total	949

SOURCE: *Caribbean Yearbook* (1977-78).

TURKS AND CAICOS ISLANDS

Status in Commonwealth: British Colony (dependency of Jamaica until 1959).

Location: Atlantic, Southeast of the Bahamas.

Population: 7,650 (1977, est.).

Area: 166 square miles.

Principal Islands: Grand Turk, Salt Cay, South Caicos, North Caicos, Providenciales, Grand Caicos.

Capital: Grand Turk.

Responsible Ministry: Department of Education.

Permanent Official: Chief Education Officer.

Age of Free Education: 7 to 14.

Schools	Number
Primary and All-Age	14
Junior High	1
Government High	1
Private High	1
Total	17

SOURCE: *Caribbean Yearbook* (1977-78).

Chapter Two

Approach to Education In the Commonwealth Caribbean

Education in the Commonwealth Caribbean is structured on the British pattern, but it is inaccurate to characterize Caribbean education as the "British system." It is not even possible to describe a Caribbean system, for the individual territories are evolving systems that suit their particular needs along with an overlay of regional commonality exemplified by the Caribbean Examinations Council and the regional university, the University of the West Indies. Education in the Caribbean was formerly a transplanted, little modified version of the British system; current and developing educational organization is influenced greatly by the systems of the United States and Canada. However, the most important element in the changing approaches to education in the Caribbean is the goal of using local resources fully to meet local needs and local purposes.

Selective Education: Its Problems

The Commonwealth Caribbean shares a problem with other developing countries that have a recent colonial past: the imposition of a European system from an elitist, industrial society on a largely agrarian, pre-industrial society. The elitist character of European education is not only inappropriate to a developing country but has been found in most former colonies to be destructive. An important early goal for any newly independent state is the achievement of a national identity with a feeling of cooperation and shared responsibility among all citizens. Development based on cooperation cannot be achieved with an educational system that emphasizes separation of people.

Second, an elitist organization produces a pyramidal design in education because of rigorous selection examinations at set stages. The few at the top survive the process, and at each stage there are left large numbers of students who have been prepared for the climb up the pyramid but have perforce dropped out. The students left behind are not necessarily unsuccessful students; the selection process tells little about the abilities of the "dropouts" but tells volumes about the system.

An elitist academic system works in a fashion in industrialized countries because there are plenty of opportunities for wage-paying jobs for those

selected out. The results are often disastrous in developing countries because people have been educated toward an academic, elitist goal and when they are selected out there are few alternatives for entering the economy productively. People who have understood that the route to a better life for themselves and their families lies in education suddenly find that their eight, nine, or ten years of education do not qualify them for any job. Do they go back to the farm? Do they take semi-skilled or menial jobs? The typical result in the former colonies is a large body of people educated to a point at which they expect more opportunity than is in fact available. Specific problems that arise include over-crowding, unemployment, and crime in the major cities as disappointed people seek the employment they feel they've earned but which does not exist. From the national point of view, there is a great waste of manpower. Potentially productive people are making no contribution at all, in some cases negative contributions.

The Search for a Solution

The change from colonial to independent or semi-autonomous status in a country has little immediate effect on economic and development problems. Economic development is a slow process for most developing countries, and there are almost as many strategies for development as there are former colonies. However, rapid expansion of an educational system is relatively easy to achieve, and most of the recently independent countries have moved quickly to widen educational opportunity. In some respects, the rapid expansion of education in developing countries has contributed to the problem of rising but unfulfilled expectations. Many developing countries soon reach a second stage in educational development at which they recognize that expansion in the schools has had little effect on economic development and has in fact produced problems in unemployment. Countries that move into this second stage then begin to alter the system of education itself in order to avoid the academic pyramid: they want to produce school leavers at each level who are prepared not only for the next level of education but also for productive work in the society.

Most territories of the Commonwealth Caribbean, and the region as a cooperating whole, are now well into the second stage. Among the many examples of a restructuring of education to make it relevant to Caribbean resources and goals are the following:

— The expansion of primary-school curriculums to include agriculture, arts and crafts, and other non-academic subjects.

— The establishment of the University of Guyana to cater, originally, to people in the work force who could add to their qualifications.

— The continued emphasis on development of the institutions of higher education that emphasize technical qualifications such as the Community College of Barbados, the College of Arts, Science, and Technology of Jamaica, the John S. Donaldson Technical Institute of Trinidad and Tobago, and the agricultural colleges.

— The gradual modification with a view toward eventual abolition of selection examinations at the primary and junior secondary level, such as the Common Entrance Examination.

— The establishment of vocational courses at the post-primary and junior secondary levels.

— The development of comprehensive schools at the secondary level, especially new programs in Jamaica, Guyana, and Trinidad and Tobago.

— The revamping of most examination systems at the secondary level, most importantly with the establishment of the Caribbean Examinations Council but also with local programs such as the Secondary School Certificate in Jamaica.

The Role of Examinations

Probably the biggest single difference between education in the countries of the Commonwealth and in the United States is the attitude toward the purpose and use of examinations. In the United States, academic qualifications (e.g., high school diplomas, college degrees) are most often based on progress through individual courses that are examined by course teachers, who assign grades that become part of a student's permanent record. Grades awarded by teachers are not generally trusted in Britain and the Commonwealth Caribbean. It is believed that an examination system of this kind provides an inadequate means by which students can be compared; that the grading methods of teachers are not necessarily comparable; that there are extraneous factors that enter the assignment of grades and which cannot be measured; and that grades do not necessarily reflect the portion of the syllabus covered.

Even as the Caribbean territories move away from a strictly British pattern in education, it seems likely that the attitudes toward examinations will change little, however much the examinations themselves may be altered. "Continuous assessment," as the awarding of grades by teachers (based on classwork, assignments, and tests) is called, will almost certainly remain of marginal importance. The emphasis will remain on public examinations, in which all students of a common program are compared directly with one another. A qualification awarded (e.g., a national or regional school-leaving certificate) will continue to reflect national and international standards of educational achievement that will allow direct comparisons not only among the students from a given year but also among students taking the same exams in previous and future years.

For the same reason, examinations that originate in Britain will continue to be of importance. If anything, the problems Americans have in assessing educational achievement of Caribbean-educated people will increase because all of the older qualifications will remain available alongside the new ones. Separate sections of this volume explain a number of British qualifications commonly presented by citizens of Caribbean countries, but it is expected that the reader will frequently need to consult the recent World

Education Series volume on the United Kingdom, to which there are numerous references in this book.[1]

Caribbean-U.S. Equivalents

Methods of teaching and even the organization of courses differ little between the United States and the Commonwealth Caribbean countries. However, the actual educational qualifications and the bases for awarding them differ so greatly that only approximate equivalents can be deduced. However, the practical considerations of educational and professional exchange require that Caribbean and United States qualifications be explained in terms of each other and that people with comparable qualifications be treated as having equivalent credentials. Even if the credentials are not equivalent in a strict educational sense, they may nonetheless represent equivalent qualifications in terms of preparation for advanced stages of education and for professional practice. In this sense, there is little difficulty in fitting Caribbean credentials into the broad educational continuum in the United States at any level. When expressed and evaluated as preparation for the next level of education, secondary school-leaving credentials from the Caribbean are found distributable across the entire spectrum of American high school diplomas. The difference is mainly one of nomenclature. The high school diploma in the United States represents uncountable alternatives in coursework and a nearly equal number of standards of preparation for advanced study. The Caribbean credentials are based on a reduced number of alternative programs, most of them capable of submission to precise analysis (e.g., the G.C.E.) for a recommendation of readiness for advanced study.

Higher educational and professional credentials also present little problem when the equivalence is sought in preparation for further education or for professional practice. The quantification of such credentials can be expressed in many ways: years of college-level study, preparation in a particular field of study (comparable to a major field in the United States), qualification to practice professionally. The principal difficulty lies in the transfer of courses and credits into American degree programs. Where courses are structured in class hours and study requirements, the transfer can usually be made by simple arithmetic, transferring credit by a fixed ratio—e.g., 1:1, 2:1, 4:3. Other courses of study, as at the universities, may not be divided into handy course units and credit must be transferred in a block (e.g., 16 for a term, 32 for a year) and prorated among the subjects according to weight or to straight proportions. In any case, it is a goal of this volume to give direct guidance for the transfer of credit for individual courses and subjects and also to assess the level of study in American terms as closely as possible so that a university can make reasonable decisions on which subjects to accept in transfer.

1. Stephen H. Fisher, *The United Kingdom of Great Britain and Northern Ireland* (Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers, 1976).

Finally, it should be recognized that under the British and Commonwealth systems of education, a great deal of training takes place outside the universities even though it is comparable to university-level work in the United States. Students in many postsecondary institutions would be university students doing the same academic work if they were in the United States instead of in Britain or in the Commonwealth Caribbean.

Chapter Three

Primary Education

Primary schools throughout the Commonwealth Caribbean are organized similarly to those in Britain. The primary program is basically one of six, sometimes seven, years, ending at age 11 or 12.[1] The opportunity for pre-primary education varies according to local facilities, but one or two years, sometimes even more, is normal before the beginning of the first year of primary school. The six grades are most often termed Standards I through VI.

The curriculums are similar to those in the United States, with the basic components being English usage, reading, writing, arithmetic, geography, history, general social studies, and general science. Increasingly, practical subjects such as agriculture and arts and crafts are being added to curriculums. Some Caribbean territories are moving toward primary school-leaving qualifications comparable to junior high school in the United States that provide the students with some practical basis for entry into the world of work. This kind of curriculum development, although by no means new, is important because of the very limited opportunities for continued academic studies that lead eventually to the universities.

All-Age Schools

In most territories, there is or has been provision for continued general studies in the primary schools beyond the completion of Standard VI for students unable to gain admission to academic secondary schools.

The transfer of primary school students to secondary schools normally occurs at age 11 or 12, but the opportunity is usually limited to between 10 and 20 percent of the age group and in many cases even less. However, the lawful school-leaving age is normally 14 or 15, making it necessary to retain children in school for an additional two or three years. For a number of reasons, both educational and social, the all-age schools have not been seen as very helpful. Typically, the students' effective education has ended but the law requires that they remain in school. Much has been done to pro-

1. This is primary school in American terms. At this point, many children transfer to secondary school; those who do not may remain in school another two or three years in what in the Caribbean is also considered primary school. Thus, in Caribbean terms, primary education can refer to eight or nine years of schooling.

vide practical and vocational training in the senior years of the all-age schools, and there is some opportunity for late-bloomers to gain later admission to secondary schools through examination.

In general, though, separate schools for the primary school population above Standard VI have been found to work better than the combined schools, and most territories have some sort of junior secondary school system that offers three years of studies beyond primary school. In several territories, the junior secondary schools themselves are being upgraded into secondary schools, and secondary curriculums are being broadened nearly everywhere to provide many options other than the straight academic work.

Examinations

The transfer to secondary schools has traditionally been based on competitive selection examinations, known in most Commonwealth Caribbean territories as the Common Entrance Examination (in Guyana, it is called the Secondary School Entrance Examination). As in Britain, the tests are also often referred to as the 11-plus examinations because students take them at age 11 or 12.

The examinations vary widely from territory to territory but are of a general type: they test arithmetical skills and the use of English and aptitude by what are known as "intelligence tests." In many cases, the examinations are produced in the United States or Britain and bought by Caribbean governments; the exams are modified in some cases to take into account local conditions.

Eleven-plus examinations have been controversial in Britain for decades, although they are still in general use. In the Caribbean, they are nearly everywhere seen as destructive of educational objectives for developing nations, and it is intended to phase them out to the greatest and earliest extent possible. They can be truly phased out only when a territory has developed an educational system that can offer comparable educational opportunity at a post-primary level to everyone, eliminating the need for competitive selection for secondary schools. As this happens, the selection for academic preparation happens more naturally at a later age than 11, through individual choice and guidance.

The transfer of all primary school-leavers together into secondary schools is very nearly a reality in Trinidad and Tobago, where the secondary education system is being changed into a comprehensive system that allows the postponement of educational decisions until midway through secondary schooling. Trinidad and Tobago's plans for the Common Entrance Examination may suggest the direction other territories will move: the government expects to continue a modified form of the test but to use it for guidance rather than selection.

Chapter Four

Secondary Education

Secondary education in the Commonwealth Caribbean is organized along lines generally similar to the British system. In most cases, secondary education comprises five years of study, but the opportunity for admission to the full five-year course is limited and, in most territories, only a small percentage of primary school-leavers continue through secondary school.

The lawful school-leaving ages in most territories are above the normal age for transfer from primary school to secondary, so provision must usually be made for some post-primary education for students unable to gain places in the five-year schools. Most of the territories have junior secondary schools, which typically offer three-year terminal programs with some opportunity (in general, very little) for transferring into the five-year schools. There are also all-age schools, in which students may continue in school for two to three years beyond the final year of the primary program. All-age programs may also be called extended primary school, whether they are connected to a primary school or are independent of it. In any of these types of school, it is possible for a student to complete an educational program comparable to completion of the eighth, ninth, or tenth grade in the United States (depending on the territory, the program, and the examination system).

In past years, pupil teachers[1] were recruited from the group that had not gained admission to a full secondary school. They were called primary school-leavers but had in fact completed studies in the range of the eighth to the tenth grades in the United States (most often eighth grade). Many such students, now mature and experienced teachers, still teach in the primary schools.

Secondary education has been nearly exclusively academic and preparatory for advanced education, though vocational alternatives are being increasingly offered. Achievement at the secondary level has been measured by success in the examinations for the General Certificate of Education (G.C.E.) and earlier the Cambridge School Certificate.[2] Admission to secondary schools has been based on a primary school-leaving examination, almost everywhere known as the Common Entrance Examination. Given the

1. Called probationary teachers in some territories; see pp. 55-59.
2. See Chapter Five for discussion of G.C.E. and the School Certificate.

limited secondary school places and the merit selection based on the examination, students in the government and government-financed secondary schools have been well qualified and demonstrably highly motivated. The intense competition for places has generally ensured the secondary schools of having the best students from the age group, though the quality of primary school preparation can vary greatly from territory to territory.

Types of School

The nomenclature of school categories differs from territory to territory, but there are basically three types:

- Government Schools—These are schools owned and operated by the government (i.e., public schools in the American sense).
- Aided Schools—These are schools owned by independent organizations, most of them voluntary agencies such as churches, but receiving financial assistance from the government. The laws governing finance and governmental regulation vary with the territory, but in general aided schools may be regarded as equivalent to the government schools. Virtually all of the schools operated by voluntary agencies (principally churches) are aided schools. The responsibilities for finance, curriculum, and regulation are governed by law or, in some cases, contracts.
- Independent Schools—These schools, private in the American sense, are not financed by the government; they depend on tuition, fees, and endowments. They are still subject to the law, but the regulations vary from territory to territory, as do the standards.

The internal organization of the schools also follows the British pattern. The academic secondary schools are the counterparts of the British grammar schools, and all of the students prepare for the external examination.[3] The examinations of the Caribbean Examinations Council will soon replace the G.C.E. in many of these schools.[4] Other schools have academic, general, and vocational streams under one roof. Such schools are called bilateral if they have two types of stream, multilateral if they have three or more. Finally, there are comprehensive schools which offer academic, general, and vocational courses. The difference between the latter two types of school is as follows: In comprehensive schools, students usually remain unstreamed for two or three years and then concentrate in either academic or vocational courses in the final years; in bilateral and multilateral schools, the streaming starts in the first year, based on the Common Entrance Examination.

The five years of secondary school are known generically as Forms I through V, though transcripts from individual schools may call them first year through fifth year. A Form V student is in his or her final year of preparation for the examinations, usually G.C.E. ordinary level.

---

3. There are also external examinations for many vocational subjects, including G.C.E. in some subjects.
4. See Chapter Six.

Form VI

Students who complete Form V and do well in the G.C.E. examinations may have the opportunity to continue their pre-university studies in Form VI, often in the same school (especially in the grammar schools). Form VI is two years, usually known as Lower Form VI and Upper Form VI. It is common for students in Lower Form VI to take additional G.C.E. examinations at ordinary level.[5] The G.C.E. advanced-level examinations are taken at the end of Upper Form VI. Thus, a student may have G.C.E. certificates for three consecutive years: Form V, Lower Form VI, and Upper Form VI. Occasionally, students take some G.C.E. examinations after Form IV, and so have certificates for four consecutive years.

Descriptions of Systems

The four largest secondary systems within the Commonwealth Caribbean (Jamaica, Trinidad and Tobago, Guyana, and Barbados) are described in the following sections. The rest of the systems are described in a section that follows these four.

Jamaica

In Jamaica, schools that offer five or more years of secondary education are called high schools. Schools that offer technical and vocational programs are called technical high schools. Until the early 1970s, the only other secondary education was offered in junior secondary schools with some opportunity to transfer to the high schools. However, the junior secondary schools have been expanded to five years and are known as the new secondary schools.

High Schools

The high schools in Jamaica are the academic secondary schools. The technical high schools provide a high standard of vocational (and academic) preparation at the secondary level, leading to G.C.E. examinations as do the purely academic high schools. The competition for places in high schools is great, as shown in Table 1. Places are allocated to students on the bases of the Common Entrance Examination (primary school-leaving) and the Grade Nine Achievement Test (in the former junior secondary schools and in some of the new secondary schools). Entrance to the technical high schools is based on performance in the Technical High School Entrance Examination, taken at about age 13.

The percentage of primary school-leavers gaining places in the high schools was never greater than 17.85 percent during the four years shown in Table 1. The percentage of successful candidates remained nearly constant despite

5. In many cases, the syllabus is broader for the Lower Form VI student. See also, G.C.E. OA level, Chapter Five.

Table 1

Results of High School Selection Examinations in Jamaica, 1973-76

	1973	1974	1975	1976
Common Entrance Examination				
Number of entrants	25,478	30,699	34,356	34,782
Number gaining places	4,079	4,782	5,606	6,211
Percent gaining places	16.5	15.5	16.31	17.85
Grade Nine Achievement Test				
Number of entrants	20,111	22,163	12,162	11,063
Number gaining places	1,729	1,612	1,026	1,019
Percent gaining places	8.59	7.27	8.43	9.21
C.E.E. and G.N.A.T. Combined				
Number of entrants	45,589	52,862	42,518	45,845
Number gaining places	5,808	6,394	6,632	7,230
Percent gaining places	12.73	12.09	15.59	15.7

SOURCE: Ministry of Education.

a steady rise in the number of places (nearly 50 percent more places in 1976 than in 1973). With the establishment of the new secondary schools, the junior secondary school students no longer take the Grade Nine Achievement Test, which has therefore become steadily less important in high school selection.

The technical high schools offer a four-year program. The schools are not vocational schools in the American sense; they are highly selective. Students do not enter the schools until about age 13 or 14, so the entering students are older than the typical students entering the grammar high schools. They complete one or more years in all-age or junior secondary schools beyond the normal completion of primary school (i.e., Standard VI).

The schools offer a variety of technical studies, and the courses lead to external examinations, most of them the G.C.E. of the Associated Examining Board (a British examining board that is associated with the City and Guilds of London Institute and specializes in technical G.C.E. examinations).

Junior Secondary Schools

The junior secondary schools are being phased out. They have offered three years of education beyond primary school with some opportunity to enter the high schools through the Grade Nine Achievement Test.[6] Most of the programs are terminal, of a general or vocational nature. Many students have taken the examinations for the Jamaica School Certificate.[7]

6. Students usually receive only one or two years' credit when they transfer from the junior secondary schools into the high schools.

7. See pp. 57-58.

New Secondary Schools

The new secondary schools are a renamed extension of the junior secondary schools in which the three-year programs have been expanded to five years. They came into existence in 1974, and by 1976 they and the junior secondary schools together had an enrollment of 83,265 students, more than double the enrollment (34,130) of the high schools. The technical high schools had an additional 4,939.[8]

Programs in the schools combine general and academic studies with vocational education and work (cooperative programs). Completion of the five-year program leads to the examinations for the Secondary School Certificate.[9]

Trinidad and Tobago

Before 1971, secondary education was taught in the five-year secondary schools, in the postprimary departments of all-age schools, and in the junior forms (i.e., junior streams) of general secondary schools. Since 1971, the government has built and staffed a number of junior secondary schools, similar to those in Jamaica, but these are now being expanded to five-year secondary comprehensive schools. For a time, the comprehensive secondary schools and the academic secondary schools (called senior secondary schools) will exist side by side, but the government has begun to transform all secondary education in the country into the comprehensive system. The government is moving to implement a 15-year plan[10] that is a revolutionary one within the Commonwealth and most of the rest of the world:

First, it has decided to move to a completely comprehensive organization of its schools (an argument continues in Britain and other Commonwealth countries on comprehensive organization vs. the traditional streaming at an early age, an argument more than half a century old).

Second, it plans to offer free education to all of its citizens up to the age of 17 by 1981, which would make it one of the few countries in the world to do so.

The implementation of the government's plan (1968-83) for educational development and the important modifications of it are directly related to the increases in oil prices in the early 1970s, from which Trinidad and Tobago has benefited. The government has used the increased funds to make large-scale capital investments in education, including the building of new schools, the purchase of the most modern and extensive equipment (especially in vocational studies), and in the training of teachers.

Senior Secondary Schools

The senior secondary schools are the traditional academic schools in Trinidad and Tobago. The five-year courses lead to the G.C.E. ordinary-level exam-

8. Ministry of Education, *Education Statistics 1975-76*, p. 8.
9. See pp. 54-57.
10. *Draft Plan for Educational Development in Trinidad and Tobago, 1968-83*, 4th printing (Trinidad: Government Printery, 1974).

inations, and many schools also have the two-year Form VI leading to the G.C.E. advanced-level examinations.

The government is gradually introducing the new comprehensive organization into the senior secondary schools, and it hopes to complete the changeover by 1982. In the beginning, the lower forms will begin to offer the junior secondary curriculum and then by stages the upper forms will add the comprehensive curriculum.

Junior Secondary Schools

The junior secondary schools have a common curriculum of general education designed to be either terminal or to prepare students for transfer into the final two years of the G.C.E. courses. There is no provision for streaming in the junior secondary schools, with all students getting the same opportunity for academic advancement. The basic curriculum, with periods per week, for the junior secondary schools and Forms I, II, and III of the comprehensive schools is as follows:

Agriculture	2	General Science	3	Music	1
Art and Craft	2	Industrial Arts *or*		Physical Education	2
Electives	2	Home Economics	3	Religious Instruction	1
English	4	Mathematics	4	Social Studies	3
				Spanish	3

Comprehensive Schools

Under the plan for secondary comprehensive schools in Trinidad and Tobago, students follow the junior secondary curriculum for the first three years. During the final two years, students are placed in academic, pre-technician, or craft streams, with some choice and overlap involved. The planned curriculum for the comprehensive schools includes the following core subjects, with periods per week, required of all Form IV and V students.

Courses	Streams: Craft	Pre-Tech.	Academic
	Periods per Week		
English	3	3	3
Mathematics	4	4	4
Science	3	5	5
Social Studies	3	4	4
Spanish	3	4	4
Study Period	1	1	1

Additional courses are taken as follows:

Craft Stream: 18 periods in a craft course (3 in theory, 3 in drawing or other relevant courses, and 12 in practice—i.e., laboratory work).

Pre-Technician Stream: 2 in English and 12 in an academic pre-technician course

Academic Stream: 12-14 in Mathematics and Science (1 Mathematics, 3 Chemistry, 3 Physics, 3 Biology, and 2 English) *or* 12-14 in Language Arts (2 English, 4 Literature, 1 Spanish, 5 French) *or* 12-14 in Social Studies (3 History, 3 Geography, 4 Economics, 2 English).

Trinidad and Tobago has spent tens of millions of dollars in building new comprehensive schools and converting former schools to the comprehensive model. There will eventually be 20 comprehensive schools, not counting the senior secondary schools that will be converted. The courses currently offered in the craft options include the following: Accounting, Agriculture, Air Conditioning and Refrigeration, Art and Crafts, Automobile and Diesel Mechanics, Beauty Culture, Cookery, Drafting, Electrical Installation, Electronics, Foundry, Garment Making (Industrial Sewing), Machine Shop, Masonry, Metalworking, Needlepoint, Plumbing, Shorthand, Surveying, Typing and Duplicating, Welding, Woodwork and Joinery.

Guyana

Students leaving primary school are allocated places in secondary school on the results of the Secondary School Entrance Examination, the counterpart of the Common Entrance Examination in other territories. The top students gain admission to the four senior secondary schools, which have the five-year secondary programs and the two years of Form VI. Other successful students are allocated to the junior secondary schools, a term whose meaning in Guyana is quite different from the meaning in the other territories. Junior secondary schools in Guyana also have five-year programs leading to the G.C.E.; their designation as junior differentiates them from the senior schools that have Form VI.

Students who do not gain admission to a secondary school may remain in school for three or four years longer at a level called "tops of the primary school," comparable to the all-age schools of other territories. Students in tops of the primary school have two more examination opportunities to gain transfer to a secondary school: the Preliminary Certificate of Education examinations[11] and the College of Preceptors Examination.[12]

The secondary schools in Guyana have long been of a purely academic kind, leading to G.C.E. examinations, but the country is now establishing multilateral secondary schools.

Secondary Schools

The junior and senior secondary schools in Guyana are organized in the same way as the senior secondary schools in the other territories. The studies are

11. See also, Other Local Examinations, Chapter Six.
12. See also, College of Preceptors, Chapter Five.

academic and prepare students for the G.C.E. examinations required for admission to advanced education at the University of Guyana and other postsecondary academic institutions.

Multilateral Schools

The multilateral schools of Guyana are organized on a comprehensive basis rather than as separate streams. Students have a common curriculum for the first three years and then are streamed into academic, general, or vocational courses for the final two years.

Community High Schools

Since 1973, Guyana has been establishing community high schools to replace the "tops of the primary" schools. The community high schools offer four years of secondary education to students who would otherwise be enrolled in the primary schools beyond the age of 12. The first two years of the program include general academic studies, comparable to junior high studies in the United States, and the final two years emphasize vocational preparation along with some continued academic studies.

Barbados

Secondary education is provided in schools classified as follows: older secondary schools (grammar, or academic), newer secondary schools (comprehensive), and senior departments of all-age schools (extended primary).

The older secondary schools, formerly known as grammar schools, have a history dating back to the 18th century. They are the traditional academic schools and prepare their students for the G.C.E. examinations. Admission to the schools is based on the Common Entrance Examination.

The newer secondary schools date from the mid-1950s, when they began as secondary schools offering comprehensive education. They are non-competitive in admissions; although they offer five-year programs, most students leave after three or four years.

The all-age schools offer three years of secondary education following the completion of primary school. The distinction between the older and newer secondary schools has become somewhat blurred as the older schools develop more diverse offerings and the newer ones develop greater academic opportunity. However, all prestige is attached to the older secondary schools.

There is a terminal qualification for students completing the secondary stream in the all-age schools and those leaving after three or four years in the newer secondary schools: the Barbados Secondary School Certificate, Part I (there is no Part II). This certificate, based on national examinations, replaced the former Barbados School Leaving Certificate.[13] Students who perform well in the examinations may transfer to the older secondary schools.

13. See also, Other Local Examinations, Chapter Six.

Other Territories

The pattern of secondary education in the other territories (described in alphabetical order below) is largely the same as in the four largest ones, but the nomenclature differs in some territories.

ANGUILLA. There is one secondary school, The Valley Secondary School. It is a multilateral school with two sections: Modern Secondary (general studies) and Grammar School (academic, pre-university). The Grammar School prepares students for both O levels and A levels.

ANTIGUA. There are eight secondary schools offering preparation for O levels and A levels.

BAHAMAS. All government schools of the Bahamas follow the common Caribbean pattern, but there are also independent schools that are structured on the American pattern. These schools provide training based on the American model and issue high school diplomas that have the same force as diplomas in the United States. Their transcripts are also on the American model and are as reliable as American high school transcripts.

Aquinas College, a Roman Catholic secondary school, is an example of a school based entirely on the American model; another Roman Catholic school, St. Augustine's, mixes both the Caribbean and the American systems: students are issued transcripts and diplomas as in the United States but many opt for certification through the G.C.E. examinations.

Bahamas has a national examination given at the Form III level leading to the Bahamas Junior School Certificate. The program is one of single-subject examinations, and the certificates list the subjects passed. It is used for entry into jobs and to vocational training at the College of the Bahamas and elsewhere. Its standard is comparable to the 10th grade in the United States.

BELIZE. Most schools, both primary and secondary, in Belize are owned by voluntary agencies but aided by the government. There are four government secondary schools and 17 grant-aided ones. The pattern is the common one in the Caribbean, but there are exceptions. The Nazarene High School, for example, is a four-year high school leading to the G.C.E. ordinary level examinations.

There are also junior secondary schools offering three years of post-primary education. There is opportunity for graduates to enter vocational schools or transfer into the five-year secondary school leading to G.C.E. examinations. There are also secondary schools offering only the last two years of the secondary school program.

BERMUDA. The 14 secondary schools in Bermuda (nine government, five private) follow the common pattern in the Caribbean, with one exception: A school operated by the United States Armed Services is structured on the American model. Other schools train students for the G.C.E. O levels. A-level preparation is offered in the Bermuda College, a postsecondary institution.

Since 1974, the Ministry of Education has awarded a Bermuda Secondary School Leaving Certificate based on national examinations on the G.C.E. model.

BRITISH VIRGIN ISLANDS. There is one secondary school, the British Virgin Islands High School in Tortola. The school has programs leading to G.C.E. O-level and A-level examinations and offers vocational training in woodwork, metalwork, electronics, automobile mechanics, secretarial studies, and home economics.

CAYMAN ISLANDS. There is one junior high school, comparable to junior secondary schools elsewhere in the Caribbean, and a comprehensive secondary school with programs leading to the G.C.E. O-level and A-level examinations.

There are also two high schools structured on the American model and staffed by American teachers. Evaluation of high school graduation for these schools should be as for high schools in the United States.

DOMINICA. The secondary schools follow the common pattern in the Caribbean. There is also a Sixth Form College that offers only sixth-form preparation for the G.C.E. A-level examinations.

GRENADA. The secondary schools follow the common pattern in the Caribbean. Preparation for A-level examinations is offered at Grenada Boys' Secondary School and Presentation College.

There is a Grenada Primary School Leaving Certificate for school-leavers at the Form III (Senior III) level, comparable to completion of the 10th grade in the United States.

MONTSERRAT. The Montserrat Secondary School offers preparation leading to G.C.E. O-level and A-level examinations. In addition, there are junior secondary schools with studies to the Form III level and a technical school with a variety of craft and technician courses. The Montserrat Secondary School has a technical wing with studies in woodwork, metal work, and domestic science.

ST. KITTS-NEVIS. In St. Kitts, there are three government high schools, one government junior high school (comparable to junior secondary schools elsewhere in the Caribbean), and one denominational secondary school. In Nevis, there is one senior school and one government secondary school. All follow the pattern common in the Caribbean, with preparation for G.C.E. O-level and A-level examinations.

ST. LUCIA. There are two government secondary schools and three independent secondary schools. There are also six junior secondary schools. The schools follow the common pattern in the Caribbean, with preparation leading to G.C.E. O-level and A-level examinations.

ST. VINCENT. The government operates the Boys' Grammar School, the Girls' High School, and a junior high school. The boys' school has a sixth form for preparation for G.C.E. A levels for both boys and girls. There are also 10 independent secondary schools. The schools follow the common pattern in the Caribbean, with preparation leading to G.C.E. examinations.

TURKS AND CAICOS ISLANDS. There are three secondary schools: Turks and Caicos High School, North Caicos Junior High School (comparable to junior secondary schools elsewhere in the Caribbean), and Pierson High School. The schools follow the common pattern in the Caribbean, with five-year programs leading to the G.C.E. O-level and A-level examinations.

Chapter Five

Overseas Secondary School Examinations

General Certificate of Education

The General Certificate of Education and its predecessor, the School Certificate, have been the measures of success in secondary school throughout the Commonwealth Caribbean for most of the 20th century. Both are British examinations, controlled in the United Kingdom. Nearly all of the examinations are set and marked in Britain, but some are done by Caribbean educators in association with the British examining boards. There are new local and regional examination programs in the Caribbean,[1] but it is likely that the G.C.E. will remain widespread for at least as long as G.C.E. examinations are given in Britain. In fact, it may be expected that many persons who have passed local secondary examinations, such as those of the regional Caribbean Examinations Council, will have passed G.C.E. examinations as well, making for more difficult and complicated analysis of Caribbean educational credentials.

The examinations for the G.C.E. are tests in individual subjects for students completing secondary (Form V) and pre-university (Form VI) studies.[2] Success in the examinations is the basic requirement for entry into higher education or professional training, as stated in entrance requirements for the universities, teacher training colleges, and other educational and training establishments. Although rigid in its standards for academic achievement, the G.C.E. provides flexibility through its single-subject character and through its being open to private candidates as well as students in school. The practical meaning of this in evaluating Caribbean credentials is that a person may earn certificates listing different subjects over several years, and the perseverance of an individual in increasing his or her qualifications often provides a measure of motivation to study.

The examinations are normally given over a period of three or four weeks

1. See Chapter Six.

2. Form V is the fifth year of secondary school, comparable to the final year of American high school. Form VI is two years, lower VI and upper VI, beyond Form V and involves studies comparable to lower-division work in American universities. See Chapter Four for a full explanation of the Caribbean system of secondary education.

(commonly in June and January[3]), and a candidate is awarded a certificate listing all subjects passed at that "sitting." Thus, a certificate may list only one subject or it may list 10. The exams, being British, allow a direct comparison between Caribbean students and British students who have similar qualifications. They even allow direct comparisons with other examinations in the Commonwealth (e.g., West African School Certificate, Hong Kong Certificate of Education, Australian examinations).[4] This international character of the G.C.E. and its related examinations can be very helpful in the analysis of credentials, especially since so many Caribbean (and other Commonwealth) students supplement certificates earned at home with later ones earned after studying in Britain, Canada, or elsewhere.

The examinations are controlled by examining boards in Britain that represent individual universities or groups of universities. The boards that have examined widely in the Caribbean are the University of Cambridge, University of London, Oxford and Cambridge, and Associated Examining Board.

G.C.E. O Level

A student normally takes the G.C.E. ordinary-level examinations (commonly called O level) at the end of Form V, the fifth year of secondary school. A few students may take one or more examinations at the end of Form IV while preparing to take a larger number the following year; some candidates, disappointed in their results in Form V, may take an extra year of studies (in fact a repetition of Form V) and try several examinations again; and others may take O-level exams in the first year of Form VI. Finally, large numbers of adults and recent school-leavers take examinations as private candidates (not as students in a school).

The O-level examinations do not merely cover the work of the final year or term. Each exam is based on a prescribed syllabus, covered in Forms IV and V in some subjects but in all cases building on earlier preparation and general education. Success in a subject exam is therefore a measure of academic achievement comparable to a high level of performance for the entire high school sequence in that subject in the United States (two to four years, depending on the subject). Where factual knowledge is concerned, an examinee must recall facts from lessons two or more years earlier; where skills are tested (e.g., in writing, an important element in virtually all exams), they are skills that cannot be learned in a final year of cramming. Some exams primarily test skills; English, for example, examines writing and reasoning ability and precis and summary, as well as specific knowledge of structures of grammar. Some subjects (e.g., History and Geography) primarily test factual knowledge but they also test the ability to reason and express ideas. Other subjects test skills and knowledge equally, as in science and vocational subjects that require candidates to demonstrate laboratory skills along with answering questions and writing essays on theoretic topics.

---

3. Cambridge has introduced November examinations.

4. A list of international examination equivalents is provided in *United Kingdom*, pp. 51-54.

The skill of writing is required in almost all exams, and clarity of thought and expression are considered in the marking.

There are some subjects whose examinations specifically cover syllabuses that can be taught only in three years or more. Mathematics, as an example, includes the equivalent of elementary and intermediate Algebra, Plane Geometry, Arithmetic, and some Trigonometry. Foreign languages also require three years or more of study. Subjects in the social sciences and some others (e.g., English Literature and Bible Knowledge) have syllabuses that can be covered in the final two years of secondary school. However, the syllabuses are tightly drawn and presume skills in the discipline; therefore, in order to be successful, a student must have had a good grounding in the field before specializing in the last two years.

In certain subjects, the examinations in the Caribbean are based on syllabuses different from the ones in Britain. For example, there are alternative syllabuses for History and Geography that allow students to concentrate on their own regions rather than on Britain and Europe. Even in English and Mathematics, there is an attempt to write the examinations with references (e.g., word problems, essay topics) that are suitable for Caribbean rather than for British students.

Grades at O level

The G.C.E. system of reporting grades was, until 1975, the simplest possible: a candidate either passed a subject or failed. The certificate listed the subjects passed and did not list the subjects failed (with the exception of Cambridge, explained below). Each of the examining boards had its own scale of grades, even though grades were not given on the certificates, but those scales are not presented in this volume because a satisfactory number of subject passes at O level is assessed as an indication of a high standard of work that would make a candidate competitive for admission to a selective American institution, regardless of grades.

An exception to the pure pass-fail format for listing subjects on a certificate is the University of Cambridge. Its former School Certificate[5] had been graded on a scale of 1 to 9, with 1 as the highest grade. This scale continued in use when the G.C.E. replaced the School Certificate examinations. In the first half of the 1970s, before June 1975, Cambridge G.C.E. certificates reported all subjects passed at ordinary level (no grade given) and also listed the subjects for which the grades 7 and 8 had been awarded. The grades 7 and 8 were failures at ordinary level (9 being performance so poor it didn't deserve mention); however, subjects with grades 7 and 8 could be taken as indications of breadth of academic background: they represent performance that would be passing in American high schools.

Since June 1975, there has been a common scale of grades in use for the G.C.E. ordinary level. The new common scale does not alter the comparability of the various examining boards, but it makes the analysis of British

5. Discussed in the article on the School Certificate in this chapter.

and Caribbean credentials vastly more difficult for persons who are not familiar with the G.C.E. system. The grades are now standardized as follows:

A, B, C	generally accepted as equivalent to the former O-level pass
D, E	generally accepted as failures on the former G.C.E. O-level scales (equivalent to Cambridge grades 7 and 8)
ungraded	too poor to receive a grade (not listed on certificates)

A G.C.E. certificate now lists all of the subjects for which the candidate earned E or better, and gives the grades. The certificates are worded approximately as follows:

NAME OF CANDIDATE

has been examined at ORDINARY LEVEL with the following results:

English	Grade C
Mathematics	Grade D
Geography	Grade E
History	Grade D
Physics	Grade B

In analyzing such a certificate, the natural tendency for an American admissions officer is to consider the candidate as having five ordinary-level passes. Actually, only English and Physics would be accepted in Britain and in the Caribbean as being O-level equivalents. The other three would have been failures under the former G.C.E. system of reporting grades. However, the grades of D and E do represent a standard of achievement that is comparable to passing in American studies.

[AUTHOR'S NOTE: It has been traditional in counting subjects for the purpose of admission to higher education to ignore altogether subjects with the former grades 7 and 8 or the current D and E, as if they were complete failures. They do, however, in the author's opinion, represent a certain standard of educational achievement. One way to treat them that some have found fair is to count two subjects as one O level toward meeting admissions requirements. The two subjects together represent mastery of a greater amount of material than does one O level, though the examination performance in either alone was not up to O-level standard.]

G.C.E. A Level

Students take G.C.E. advanced-level examinations (commonly called A levels) at the completion of the second year of Form VI, admission to which is based on success in the ordinary-level exams. The sixth form may be regarded as pre-university training during which students begin to specialize

in the subjects in which they will later seek degrees. A Form V student normally takes seven or eight subjects in which he or she will enter O-level examinations, but a Form VI student studies two or three, sometimes four (not counting other required subjects that will not be examined). Form VI students may also study certain subjects below the advanced-level standard and then attempt them at OA, or subsidiary, level.[6] Passes in such subjects demonstrate breadth of study but do not cover topics in the detail that A levels do.

Passes in A-level examinations are equivalent to lower-division university work in the United States. A pass in an A-level subject may be considered comparable to at least the two-course introductory sequence in the subject at an American institution. In many subjects, the A level deserves more transfer credit. For example, the study in foreign languages is comparable to intermediate-level language and literature courses at the college level in the United States. The A-level study builds upon the language studied for the ordinary-level examination.

Grades at A Level

Since 1963, all examining boards in the United Kingdom have used the same scale for grade reports, and the grades are given on the certificate. The G.C.E. grades are as follows:

A, B, C, D, E	A-level passes
O	fail at A level, pass at O level
F	outright failure

The grade O is a "consolation," awarded to a candidate whose work has been adjudged not good enough to earn an A-level pass but is considered sufficient to have earned an ordinary-level pass had the subject been attempted at that level. The F is outright failure (it does not appear on the certificate). Subjects attempted at A level but for which the grade O was awarded are usually counted as ordinary-level passes toward admissions purposes, so long as they do not duplicate other O-level passes.

In the G.C.E. advanced level, there is no equivalent of the American D. The mandated fail rate of 40 to 35 percent means that persons who would earn D's on the American grading scale receive F's on the British.

OA Level and General Paper

Some examining boards have offered examinations at a level intermediate between ordinary and advanced levels. Subjects passed at the intermediate level, known as OA level, appear on certificates as O levels, but the subjects

6. Discussed in the next section of this chapter.

cover syllabuses somewhat more demanding than O levels. It is possible to determine whether a subject on a certificate has been passed at OA level by seeing the "results slip" (a preliminary notification of exam results, usually a brief computer printout), but in practice it is not really necessary because OA subjects are counted as O levels.

General Paper is an examination testing general knowledge and the ability to reason and express oneself well. It is not an academic exam as such but tests basic reasoning and writing skills. It should not be counted as an A level but may be a substitute for English at O level for admission purposes.

Special Papers

Special papers are set in some advanced-level G.C.E. subjects. The papers, designed for superior students, test the person's ability to think and reason within the context of the subject. The papers are not marked unless the candidate passes the subject at A level. If marked, a designation of results appears on the certificate (e.g., "S" following the name of the subject). A candidate normally does not attempt more than one special paper, and two is the limit. The papers are directed at the most intellectually able students and are not part of any university's admission requirements. They represent achievement in educational ability rather than in breadth of studies.

Standards and Description of the G.C.E.

The G.C.E. examinations are directed at the uppermost group of secondary students in terms of academic achievement. The ordinary level is aimed at the top 20 percent of the age group and, following the winnowing that takes place at O level, the A level at the top 5 percent or so. A complete discussion of the academic standards of the G.C.E., a description of the examinations, and a comparison with American studies is given in the World Education Series volume, *United Kingdom*.[7]

Counting High School Units

American institutions that need to assign annual units for high school studies to place incoming students may use the following guide for translating G.C.E. O-level passes into units. These guidelines for assigning annual units are recommended irrespective of the actual number of years each subject was studied.

- English—four years, high school English (i.e., a pass may be compared to completion of English, grades 9 through 12, in the United States, including study of reading, writing, and the structure of the language).
- English Literature—Two years, Humanities (for the final two years of specialization in the subject).

7. See *United Kingdom*, pp. 43-46.

- Mathematics—Three years: elementary and intermediate Algebra, Plane Geometry (a fourth year should be assigned for a pass in the subject Additional Mathematics, an advanced course that includes Calculus).
- Social Studies—Three years for each subject, including two for the final years of specialization and another for the background studies that preceded it.
- Foreign Languages—Three years for each language, including two years for study of grammar, vocabulary, speech, and translation, and another for literature.
- Natural Sciences—Three years for each subject, including two years for the final years of specialization and another for background, preparatory studies, and General Science. Only one year should be counted for the subject General Science if the person has also passed any other subject in the natural sciences.

Counting G.C.E. Subjects for Admission

The guidelines below on how to count subjects toward meeting American admission requirements are stated in general terms because there is too great an offering of subjects by the examining boards to list and categorize all subjects here. The basis of an approach to counting G.C.E. subjects by an institution should be its own policies in counting high school subjects from American candidates for admission, with provisions for exceptions depending on degree objectives that are consistent with exceptions made for American applicants.

When counting subjects, an admissions officer should be aware that a candidate may submit duplicate subjects (i.e., the same subject passed during different examining periods), parallel subject passes (e.g., Biology and General Science), or the same subject passed at different levels (e.g., History at O level and History at A level).

An American institution that wishes to count subjects separately when passed at both O level and A level may be confident that the syllabuses are not duplicated. However, in the interest of admitting students with broad backgrounds, many institutions regard the distribution of G.C.E. subjects as an important admissions consideration, especially when comparing the relative strengths of several candidates. Thus, a candidate with O-level passes in English Language, a foreign language, a social science, a natural science, and Mathematics may be regarded as having a stronger record than another who has O-level passes in English Language, Mathematics, and Physics and A-level passes in Mathematics and Physics. Each has five subject passes, however,

The following are guidelines on counting subjects toward admission:

—Subjects are counted whether A level, O level, School Certificate, or other equivalent (see placement recommendations, Chapter Twelve).

—Subjects with the same name are not counted at both O level and A level.

—Subjects with the same name are not counted twice even though the

syllabuses are different (e.g., West Indian History vs. British History); the certificate does not necessarily indicate the difference.

—Additional Mathematics is counted separately from Mathematics.

—English Literature is counted separately from English Language, but General Paper (a substitute for English Language) is never counted in addition to English Language.

—General Science can be counted as a subject by itself, but never in addition to another science (Additional General Science need not be counted at all).

—Mathematics subjects at A level are not counted as more than one (whether Pure Mathematics, Applied Mathematics, or Pure and Applied Mathematics). This should not, however, preclude the granting of advanced-standing credit for each A level, according to the guidelines in the placement recommendations.

—Botany or Zoology are not counted in addition to Biology (i.e., when all three have been passed, only two subjects should be counted). This should not, however, preclude the granting of advanced-standing credit for each A level, according to the guidelines in the placement recommendations.

—All foreign languages should be counted separately, but not the same language twice, even if at different levels. Again, this should not preclude the granting of advanced-standing credit for each A level, according to the guidelines in the placement recommendations.

—Art, Music, and Religious Knowledge should be counted as academic subjects only if the educational institution considers them academic for its American students or if the subject is appropriate to the degree objective.

—Commercial, Technical, and Domestic Science subjects are counted only if consistent with an institution's policies for American students or if appropriate to the degree objective. However, all such subject exams include a theory test, even for craft work.

Some institutions, especially colleges offering the two-year degrees, may wish to consider an applicant for a career program when he or she has a strong G.C.E. background in commercial, technical, or domestic subjects that are in line with the degree objective. Many strong candidates in technology will apply with G.C.E. passes gained under the technology-oriented Associated Examining Board, though other boards also offer vocational subjects.

School Certificate

The School Certificate examinations grew out of the matriculation examinations offered by British universities (and groups of universities working together) from early in this century. There were two principal characteristics of such examinations: first, a student had to pass a certain number of subjects in order to be awarded a certificate (if the requirement was six subjects, a candidate who passed only five received no certificate at all);

second, there were two categories of achievement for each subject, (a) pass level and (b) matriculation level (grade of "credit" or better). Only passes with credit or better were counted as meeting university matriculation standards. Mere passes were considered to show that a person had made a satisfactory educational achievement but had not measured up to the strict requirements of the universities, whose admission policies were extremely restrictive and competitive. The School Certificate was abolished in Britain in 1951 and replaced by the single-subject exams of the General Certificate of Education. The purpose was to enable any candidate who achieved the matriculation standard for a subject (i.e., grade of credit or better) to earn a certificate, even if only one subject was listed on the certificate. Meanwhile, the idea of a School Certificate "pass" was eliminated altogether. The only standard was the matriculation standard: credit or better.

However, the University of Cambridge continued to give School Certificate examinations in the Caribbean for the next 12 years, as well as in other places (e.g., East Africa). The School Certificate exams were only for students in school; mature candidates did the G.C.E. to supplement their earlier credentials, either through Cambridge or through the University of London, both of which examined widely in the Caribbean. In 1963, Cambridge ceased offering the School Certificate examinations in the Caribbean and offered G.C.E. examinations in their stead. However, it is important to understand that the difference between G.C.E. and School Certificate is not one of standard but of requirements for the award of a certificate. A School Certificate could not be issued unless the examinee passed a specified number of subjects. The G.C.E. was issued to any person who passed at least one subject, but the grade required for a pass was higher than for the School Certificate.

Older School Certificates from Cambridge may bear any of the following names: Cambridge School Certificate, Cambridge Oversea School Certificate, and Cambridge Senior School Certificate. The latter certificate was called "senior" to distinguish it from the former Cambridge Junior School Certificate. They existed at the same time but the Junior Certificate was of a lower standard, approximately 10th grade in American terms.

School Certificate Grading

Originally, grades for the Cambridge School Certificate were given in words, as follows:

Distinction Very Good Good Credit	Matriculation requirement: equivalent to O-level pass
Pass	Below matriculation requirement; equivalent to grades 7 and 8 on Cambridge G.C.E. in Caribbean after 1963, D & E after 1975
Fail	Fail

Later, the grades were given on certificates in numbers:

1, 2	Distinction (or Very Good)
3, 4	Good
5, 6	Credit
7, 8	Pass
9	Fail

A subject with the grade of 6 or better met the matriculation requirement and was counted for university admission, the equivalent of an O-level pass. Grades of 7 and 8 represented a satisfactory achievement but did not meet the requirements of the selective British and British-patterned universities.

By the late 1950s, there was an attempt to give each examination candidate the best of both worlds. The person could receive either a School Certificate, for passing the required number of subjects, or a G.C.E., listing only those subjects passed at credit or better (for those who did not qualify for a School Certificate). Certificates note such examinations as "Joint Examination for School Certificate and General Certificate of Education." A person who failed to qualify for a School Certificate received a G.C.E. certificate listing the subjects passed with grade 6 or better; one who qualified for a School Certificate received a certificate giving both results in grades and also stating the G.C.E. equivalents, as in the following example:

	School Certificate Result	G.C.E. Standard
English Language	6	ordinary
English Literature	7	—
History	4	ordinary
Mathematics	8	—
Biology	7	—
Chemistry	3	ordinary
Religious Knowledge	2	ordinary

The joint examination for School Certificate and G.C.E. was used in the Caribbean until 1963, when Cambridge ceased offering School Certificates in the Caribbean. Thereafter, only the G.C.E. certificate was available.

Caribbean students applying for admission to colleges in the United States frequently present a combination of School Certificate and G.C.E. in separate certificates. When ordinary level passes are being counted, only grades of

credit (6) or better should be counted from the School Certificate. However, grades of "pass" (7 or 8) indicate breadth of educational background and are not comparable to failure in the American educational system.[8]

Higher School Certificate

Before 1951 in Britain, and before 1963 in the Caribbean, students who completed Form VI did examinations for the Higher School Certificate. The grades were as follows:

Principal	Equivalent to a pass at A level (the grades A, B, and C were given for principal passes but were not reported on certificates).
Subsidiary	Equivalent to a pass at OA level on the G.C.E. but counted as an O level.
Fail	Not reported on certificates.

Subjects passed at principal level should be considered for transfer credit in the same way as G.C.E. advanced-level passes (see Placement Recommendations, Chapter Twelve). Passes at subsidiary level, including General Paper, should be counted as O levels.

Examining Boards

The G.C.E. examining boards, with addresses, are listed below; the ones marked with asterisks have commonly examined in the Caribbean. It is not unusual for a Caribbean student to pass G.C.E. examinations in his or her home country and then later to pass examinations while living in Britain.

*Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire, England.

*University of Cambridge Local Examinations Syndicate, Syndicate Buildings, 17 Harvey Road, Cambridge CB1 2EU, England.

Joint Matriculation Board, Manchester M15 6EU, England.

*University of London Entrance and School Examinations Council, Senate House, London WC1E 7HU, England.

*Oxford and Cambridge School Examinations Board, Elsfield Way, Oxford OX2 8EP, England, or 10 Trumpington Street, Cambridge CB2 1QB, England.

*Oxford Delegacy of Local Examinations, Ewert Place, Summertown, Oxford, OX2 8EP, England.

Southern Universities' Joint Board for School Examinations, Cotham Road, Bristol BS66 6DD, England.

Welsh Joint Education Committee, 30 Cathedral Road, Cardiff, Wales.

Northern Ireland Schools Examinations Council, Dundonald House, Upper Newtownards Road, Belfast BT4 3SA, Northern Ireland.

8. See also pp. 33-34.

Comparison of G.C.E. and School Certificate

It remains very common for Caribbean students to present separate G.C.E. and School Certificates when applying for admission to educational institutions. Comparing subjects passed for G.C.E. and for School Certificate is simple so long as the equivalents between grades are understood, for the two are actually the same examinations. When it was still possible to earn a School Certificate, the exams for the certificate and for the G.C.E. were exactly the same; in fact, it was possible to sit the examinations and then qualify for either a School Certificate or a G.C.E.[9]

Admission to British and many other Commonwealth universities has traditionally been stated as a minimum number of passes at matriculation (G.C.E.) level, usually five. American colleges and universities generally follow the same system. The following are guidelines for the comparison of G.C.E. and School Certificate passes, whether for an individual with both or for two individuals with different certificates:

—Any G.C.E. ordinary-level pass is considered equivalent to any School Certificate pass with a grade of "credit" or better (6 or better for the University of Cambridge).

—Any G.C.E. advanced-level pass with Grade E or better is equivalent to any Higher School Certificate pass at principal standard.

—Any Higher School Certificate pass at subsidiary level is counted as an ordinary-level G.C.E. pass.

—A School Certificate subject with the grade of pass (7 or 8 on the Cambridge scale of grades) is not equivalent to a G.C.E. ordinary-level pass. It is, however, equivalent to the grade of 7 or 8, or now grade D or E, given candidates in Cambridge G.C.E. examinations.

—Any School Certificate, regardless of grades, is considered in the Commonwealth to be the equivalent of at least four G.C.E. O-level passes, so far as educational attainment is concerned.

—Any School Certificate awarded in Divisions I or II (first or second class) is as competitive for admissions purposes as five G.C.E. ordinary-level passes.

—Any School Certificate, even a third-division one, represents a reasonable standard of attainment in secondary education.

College of Preceptors

The College of Preceptors in Britain has long provided School Certificate examinations. The exams are aimed at students at the former school-leaving age in Britain, which was about two years before the age group that would do G.C.E. examinations. The exams are single-subject exams, and the certificate lists all of the subjects passed. If a candidate fails to pass enough subjects to earn the School Certificate, he or she may still be awarded a certificate listing the subjects passed. The standard of the examinations is

9. See p. 60.

roughly equivalent to the successful completion of the tenth grade in the United States.

The College of Preceptors examinations are still given to most students of the age group in Guyana. The certificate awarded is not equivalent to the Cambridge School Certificate or to an American high school diploma and represents achievement about two years below the G.C.E.

The College of Preceptors formerly offered a Preliminary Certificate[10] at a level approximately one year below its School Certificate. Its level is also comparable to the current Preliminary Certificate in Guyana,[11] both about one year below the College of Preceptors School Certificate.

Forged Credentials

Certificates for G.C.E. and School Certificate examinations are more easily forged or altered than those of almost any other type; however, it is nearly impossible to do so well. The admissions officer should scrutinize every photocopy presented for typographical differences between the names of the candidates and the lists of subjects and all other information that is not pre-printed on the certificates. If there is any doubt, the admissions officer should send a photocopy to the examining board and request a verification. All examining boards are co-operative.

The original certificate should be required whenever possible, and in all cases of doubt.[12] No statement of results should ever be accepted from any school or third party (the results are the board's not the school's; the school is a third party), nor should results slips be accepted except when, for example, a June graduate is applying for January admission.

There is also the relatively rare possibility of a counterfeit. Counterfeits are blank certificates later filled in by the candidates. If the typing or the style for the entries looks unusual, verification from the issuing board should be requested. Originals should be obtained whenever possible and forwarded to the board if a counterfeit is verified.

Care should be taken in notifying a person who has been rejected on the basis of forgery; it is a felony in many states, and anyone accusing another of forgery must be prepared to prove it. A safe wording is: "You have been rejected because the examining board has verified that the certificate you submitted has been altered." Any institution prepared to prosecute should find out whether a personal appearance in court would be required of the examining board's representative from overseas. If so, the case probably could not be won because the witness might be unable to appear. Some courts might accept a sworn statement from the examining board.

---

10. Formerly called the College of Preceptors Junior School Certificate.

11. See p. 60.

12. Commonwealth universities require the presentation of the certificates before registration and in some cases before admission.

Chapter Six

Local Examinations

The Caribbean area has long depended on British academic and professional qualifications at most levels of education: awards for secondary school entrance, secondary school completion, higher education, and professional training have been made through British universities, examining bodies, and professional associations. Local examinations systems have been set up from time to time to satisfy Caribbean needs that were not being met by the British examinations, a tendency accelerated in the past two decades. But even local examinations have generally been referenced to British examinations.

In the 1970s, the clear direction in the Caribbean has been to construct academic and professional qualifications and systems that are directed at the educational requirements of the Caribbean while maintaining references to the British models so that direct comparability of former and current qualifications remains possible. Examples of the Caribbean direction are the Caribbean Examinations Council, which has been charged with replacing the G.C.E. ordinary level in secondary school certification and is bringing a fresh and broad approach to such examinations; the Jamaica School Leaving Certificate, set up to meet the needs of an expanding secondary system; and the comprehensive secondary school network in Trinidad and Tobago, designed for a system approaching universal secondary schooling for the country.

The following sections describe former, current, and planned local examination systems.

Caribbean Examinations Council

The Caribbean Examinations Council (CXC) was to conduct its first public examinations in June 1979, nearly 20 years after the first discussions about setting up the Council. The CXC became officially operative in January 1973, following the signing of the Montserrat Accord in 1972 by the governments of the following Caribbean territories:

Antigua	Dominica	St. Kitts-Nevis-Anguilla
Barbados	Grenada	St. Lucia
Belize	Guyana	St. Vincent
British Virgin Islands	Jamaica	Trinidad and Tobago
Cayman Islands	Montserrat	Turks and Caicos Islands

Although the idea of and the need for a Caribbean examining body had been accepted for a long time, the first step toward creating it came in July 1961, when a meeting of the Caribbean Advisory Committee noted a unanimous desire among representatives of the ministries of education to establish a West Indies Examinations Council. In January 1964, a conference of the Heads of Government of Commonwealth Caribbean Countries directed regional cooperation in exploring the feasibility of setting up a Caribbean Examinations Council and methods of operation. Years of negotiations and planning followed, with the major step being the establishment in 1970 of an education desk in the Caribbean Free Trade Area to pursue cooperation in a Caribbean-wide examinations system.

The stumbling blocks were varying degrees of satisfaction with the system of British examinations then in use, especially the General Certificate of Education (G.C.E.). The differences are epitomized by Jamaica and Trinidad and Tobago, the two countries with the largest populations. With half the population of Jamaica, Trinidad and Tobago was annually producing twice as many students from the secondary schools with G.C.E. qualifications.[1] Trinidad and Tobago was producing enough graduates with G.C.E. credentials to fill its needs in teacher training colleges and other institutions of advanced education while Jamaica was suffering a severe shortage of qualified people for its needs.

The main resolution of the problem has been the establishment of a system that retains the academic standards of the G.C.E. but has far greater flexibility of offerings to students with limited academic goals and to those with interests in technical studies. Thus, the CXC system achieves the marriage of goals and standards found in separate examination systems in the United Kingdom; it allows students with differing goals and needs to enter a single examinations system. This structure enables CXC to satisfy many separate territories with their differences in population, school organization, manpower needs, and social goals.

The CXC system has been designed to combine the three British examination systems into one. The three types in Britain are the following:[2]

- General Certificate of Education—The ordinary-level examinations are aimed at the top 20 percent of the age group and are conducted by universities and university consortiums. They are primarily intended for students with goals in higher education, especially university studies.
- Certificate of Secondary Education (C.S.E.)—The examinations are aimed at 40 percent of the age group at an academic level below G.C.E. The upper

1. For 1970 and 1972 statistics, see the Workshop Report of the National Association for Foreign Student Affairs and the American Association of Collegiate Registrars and Admissions Officers: *The Admission and Academic Placement of Students from the Caribbean* (San Juan: North-South Center, [1973]), pp. 31-32.

2. For the G.C.E., with reference to the Caribbean, see Chapter Five of this volume. For further information, see *United Kingdom* pp. 37-54 for the G.C.E. and related examinations; pp. 57-62 for the C.S.E.; pp. 21-34 for the organization of secondary education in Britain; and pp. 63-66 and 101-108 for other examination systems, most of which have examined or continue to examine in the Caribbean.

ranges of exam grades and standards overlap with the G.C.E. and permit comparison of certificates between students with G.C.E. and students with C.S.E., and especially for students who have both.

- Technical Education—The training is aimed at the remaining 40 percent of the age group, but the standards and academic ability of the students cover a much broader range than either of the other two. Students are examined in many ways, including G.C.E. technical exams, C.S.E. technical exams, and independent technical examining boards, such as the City and Guilds of London Institute.

Britain adopted the C.S.E. system in 1964 because changes in the school-leaving age and in society's needs for educated school-leavers had led to greatly increased numbers of students completing Form V, yet the only national academic examinations system was the G.C.E., aimed at only 20 percent of the age group. The C.S.E. made recognized academic secondary qualifications available nationally to 60 percent of the age group (the other 40 percent, in the technical streams had long had access to nationally recognized qualifications).

Until recently, the Caribbean did not offer on a wide scale any alternative to G.C.E. for school-leavers, and the G.C.E. was designed particularly for British children. The use of G.C.E. overseas was really an imperial afterthought. The rise of nationalism among the former colonies has been expressed most completely through their educational systems, yet the earliest "breaks" with British examining systems, the West African Examinations Council and the East African Examinations Council, were essentially a straight transfer of the British system to Africa with little modification other than the substitution of, for example, African examples in mathematics problems and African geography for British and European geography. The African boards are only now moving toward a truly indigenous system of examinations. The CXC from its beginnings has aimed at a system specifically appropriate to the Caribbean. In this respect, its late start may have been a blessing in that it could profit from the experience of earlier attempts to break with the British system and also from the second thoughts the British themselves are increasingly having about their own examinations.

Organization of the CXC

The governing body of the CXC is a Council composed of 40 members, appointed as follows: four from the University of the West Indies; two from the University of Guyana; two each appointed by the governments of Barbados, Guyana, Jamaica, and Trinidad and Tobago; one each appointed by the governments of the other 11 territories; and one each appointed from the teaching profession by the 15-member territories' national committees.

There is also a School Examinations Committee with representatives from the universities and all the territories. The Committee approves examination regulations and syllabuses, appoints examiners, and advises the Council on all other matters related to the examinations.

In each territory, there is a national committee of educators who are re-

sponsible for advising the governing Council on syllabuses, examiners, and similar matters.

The chief administrative officer is the Registrar, with offices at the following address:

CXC Headquarters
The Garrison
St. Michaels 20
Barbados

There is also an administrative and operational center in Kingston, Jamaica, headed by a Pro-Registrar. Other such centers are expected to be set up in Guyana and in Trinidad and Tobago and possibly in other territories designated by the Council.

Structure of the Examinations

For most of the subjects, there will be two types of examinations: basic proficiency and general proficiency. The standards of basic proficiency are roughly comparable to the Certificate of Secondary Education (C.S.E.) in Britain; the standards of general proficiency are roughly comparable to G.C.E. ordinary level. However, the C.S.E. and G.C.E. have discrete syllabuses and examining systems, and students generally have to choose between the two for a given subject by the end of the third year of secondary school. The basic and general syllabuses of the CXC overlap (as do the exams, to a certain extent), making it possible for students to postpone their decisions until fairly late in secondary school.

The proficiency designations are not linear; both basic and general examinations test achievement at the completion of secondary education, which, equal in terms of years and other requirements, is the same for all students. The differences are designed to satisfy the varying abilities and interests of the students. The CXC briefly described the proficiency designations as follows:[3]

> Basic Proficiency—connotes subject activity designed to complete a secondary school course in the specific subject.
>
> General Proficiency—connotes subject activity designed to provide a foundation for further studies in the specific subject areas beyond the fifth year of secondary schooling.

The examinations are thus defined according to the goals and interests of the students. It is expected that students will enter basic or general proficiency examinations depending on their interests and demonstrated abilities. In this respect, the exams provide an analogy to secondary education in the United States, where some students study demanding courses in mathematics and science while doing little work in the liberal arts and others concentrate on the liberal arts while doing the minimum required work in mathematics and science, yet all receive academic high school di-

3. Caribbean Examinations Council, "Request for Recognition of the CXC Secondary Education Certificate" (1977), p. 9.

plomas. The difference, then, between basic and general proficiency is that, although they both cover a full secondary school course, general proficiency is more demanding academically.

Five examinations were to be offered in 1979, and the others phased in over a period of years. Table 2 shows the subjects, examinations, and proficiencies for which planning had been completed in 1978. Other subjects expected to be added include English B (literature), 1981; eight industrial arts subjects, 1982 and afterward; Social Studies, 1982; and three home economics subjects, 1982. The CXC has accepted French, Art and Craft, and Religious Knowledge as examination subjects, and the syllabus committees are at work on them. Syllabuses for the subjects to be examined in 1979 were introduced into the schools in September 1977.

Table 2

CXC Subjects and Examinations

Subject	First Exam	Proficiency
English A (language arts)	1979	basic/general
Mathematics	1979	basic/general
Caribbean History	1979	basic/general
Geography	1979	basic/general
Integrated Science (double weight)	1979	general
Integrated Science (single weight)	1980	basic
Spanish	1980	basic/general
Principles of Business	1980	basic/general
Agricultural Science (double weight)	1980	general
Principles of Accounts	1980	general
Office Practice	1980	general
Typewriting	1980	general
Shorthand	1981	general
English B (literature)	1981	general

Source: Caribbean Examinations Council, 1978.

Syllabuses

The syllabuses for CXC examinations are set at the G.C.E. ordinary-level standard, or in some cases slightly above it. The Council describes the basic proficiency syllabuses as being "slimmed down" versions of the general proficiency syllabuses. Much of the content of the two syllabuses is the same, but the general proficiency syllabuses go a little deeper into certain aspects of a subject and are somewhat more demanding of analytical thought in the examinations. In most cases, the Council has described the content ratio between general and basic proficiency as 5:4 or 4:3. Thus, the general proficiency examination is from 25 to 33 percent more demanding of the student.

Examples of differences between the syllabuses follows:

- Mathematics: There are 13 syllabus topics, and 9 of them are the same for both proficiencies. Beyond the 9 topics, the basic proficiency syllabus em-

phasizes consumer arithmetic and relations and functions. The general proficiency syllabus offers a choice of two of the following options: Trigonometry, Vectors and Matrices, Reasoning and Logic, and Probability. The general-basic content ratio is assessed at 5:4.

- Geography: There are 19 skill and concept objectives in the syllabus, and basic proficiency students have to deal with about 15½ of them. The additional work for the general proficiency students requires a broader foundation of geographic knowledge and a more analytic approach. The general-basic content ratio is 5:4.
- History: The syllabus is the same but the emphases are different. Both emphasize enquiry and communication and the discussion and exploration of ideas. General proficiency emphasizes interpretation and evaluation issues, and basic proficiency requires about three-quarters as much knowledge. The general-basic demand ratio is 4:3.
- English: There is only one syllabus for English A and English B, but, as with History, there are different emphases. The two skills being examined in English A are understanding and expression; for basic proficiency, the emphasis is on understanding (ratio of 60:40), and for general proficiency the emphasis is on expression (55:45). The difference between the two appears in the marking and awarding of grades, with the general-basic demand ratio approximately 3:2. In English B, only general proficiency is examined, with emphasis on knowledge, insight, and organization of responses.

The syllabuses are designed to be followed in schools during the final two years of secondary studies, building upon a foundation of general studies in the first three years. Most presume about four periods (40 minutes each) a week of study in each subject (as with the G.C.E.), but six to eight periods a week are expected for technical/vocational subjects. The Integrated Science subject brings Biology, Physics, and Chemistry together. The general proficiency syllabus for Integrated Science requires double the normal classwork load and is counted as a double subject; for basic proficiency, the classwork load is lighter and the subject is counted as a single subject. The integration of the science curriculum is based on the judgment that although there is a great overlap in skills required for the different sciences in the G.C.E. examinations, it has been required nonetheless that subjects contain little or no overlap in content. The CXC position is that this unnecessary separation reduces the potential educational impact.[4]

Examinations Procedures

The CXC examinations are carried out with the same security and invigilation standards as the G.C.E., and the marking of papers is done in central locations by experienced markers working under chief examiners for the subjects.

---

4. AUTHOR'S NOTE: This point of view notwithstanding, it is possible that in the future there will be individual science-subject exams either in addition to or in place of the integrated syllabus.

The examinations may include any of the following formats or a combination of them: multiple choice, short answers, structured questions, essays, practicals (i.e., laboratory tests in sciences and technical subjects), and oral and aural tests. As an experiment, school-based assessment (i.e., internal examinations under external guidelines) is being provided in History and in a few schools for Integrated Science to examine the reliability of such assessment.

Grades

The CXC has not chosen the pass-fail concept and will provide grades on a continuous scale defined in terms of performance objectives. The scale, with definitions, is given below:[5]

I The candidate has a comprehensive working knowledge of the syllabus.

II . . . has a working knowledge of most aspects of the syllabus.

III . . . has a working knowledge of some aspects of the syllabus.

IV . . . has a limited knowledge of a few aspects of the syllabus.

V . . . has not produced sufficient evidence on which to base a judgment.

The boundary between Grades IV and V is set at approximately the point at which, statistically, the percentage of marks earned may represent little more than guessing. Thus, Grade V is really a fail mark even though the CXC does not use the term. Grades I and II are intended to represent a quality of work comparable to G.C.E. ordinary-level standard. It is planned that Grades I and II on the one hand and Grades III and IV on the other will be awarded to candidates according to predetermined performance criteria and not on a statistical distribution as is done with the G.C.E. The grades will therefore reflect performance against a required model and not against the pool of candidates for a given year. One of the results of this approach is that the proportions of grades actually awarded in a given year could be wildly different from subject to subject, with, for example, 50 percent of the entry getting Grades I and II in one subject and only 5 percent in another.

The scale of grades and the definitions are the same for basic and general proficiency examinations. Since there is a high percentage of overlap in content and in demand for the two syllabuses in a subject, a high grade (e.g., Grades I and II) at basic proficiency represents greater success both in testing and in preparation than a lower grade (e.g., Grades III or IV) at general proficiency.

Profile Report

In addition to the grades, the CXC Secondary Education Certificate will give a profile report for each subject. The profile reports separate out certain

5. Caribbean Examinations Council, "Request for Recognition," p. 12.

aspects of a subject and report on them individually, so that a candidate in English, for example, who does extremely well in understanding and poorly in expression will have a certificate that reflects these very different levels of performance in the examination. Examples of the breakdown for profile reports follows:

English—understanding, expression.
Mathematics—computation, reasoning, application.
Agricultural Production—crops, livestock, plant and equipment.

Each of the points on the profile report carries a grade notation, as follows:

A	above average
B	average
C	below average
N/A	no assessment possible

These grades are not for the purpose of assessment of a candidate's achievement in an examination: that is what the subject grades are for. They are, however, intended as guidance tools. Using English as an example again, a candidate with a C on the profile report in understanding needs further work in reading, and a candidate with C in expression needs further work in writing and speaking, should he or she continue with postsecondary education.

The certificates will be awarded by the CXC. The first certificates will appear in the United States in autumn, 1979, and spring, 1980.

A draft specimen of the certificate, provided by the CXC, is shown on p. 53. The other side of the certificate will contain explanations of the terms "basic proficiency" and "general proficiency;" a summary of the scale of grades; and a summary of the profile grades.

Equivalents

The CXC recommends[6] the following acceptances of equivalence for the examinations:

(1) The general proficiency examinations should be considered equivalent to the current G.C.E. O level with its no pass-fail concept.

(2) Grades I and II on general proficiency examinations should be considered equivalent to the former G.C.E. O-level pass (the current grades A, B, and C at O level).

(3) Basic proficiency examinations should be considered for meeting university entrance requirements.

Because of the overlap and built-in content ratios of the general and basic proficiency syllabuses for each subject, the Council has taken the view that one approach to the assessment of basic proficiency could be that four basic proficiency exams could be accepted as representing the same breadth of secondary preparation as three general proficiency examinations.

In early 1978, the University of the West Indies and the University of

6. Caribbean Examinations Council, "Request for Recognition."

Caribbean Examinations Council*
Secondary Educatien Certificate
June, 1979

This is to certify that

(Name) _____

obtained the results shown in the following subjects

Mathematics	General V	: Computation C, Reasoning N/A, Application N/A
English A	General II	: Understanding A, Expression B.
History	Basic IV	: Factual Knowledge C, Historical Inference C, Contextual Grasp C.
Geography	Basic I	: Special Concepts A, Social Geography B, Physical Geography A.
Integrated Science (Two Awards)†	General III	: Energy and Matter C, Environmental C, Environmental Skills B.

Five Subjects

Registration Number: 79 01 296 375
Date of Birth: 23 September 1963

(signed) Registrar (signed) Chairman

*The Council was established by agreement of 15 Commonwealth Caribbean Governments in 1972 and is recognized by the participating governments as the regional examining body for the area.

†Two or more awards are recognized in certain integrated examinations which are equivalent to separate exams in two or more subjects or which require a total period of preparation in excess of that for two or more subjects.

Guyana accepted the recommendation that Grades I and II of general proficiency certification would be considered equivalent to G.C.E. O level for admissions purposes and agreed to consider the possibility of recognizing basic proficiency certification for admissions purposes.

The CXC and the Future of the G.C.E.

It may be expected that the number of individuals taking G.C.E. examinations at ordinary level will decline as more and more schools switch to the CXC syllabuses and as more CXC exams are introduced. However, the G.C.E.

will remain important for private candidates. It probably will also be used exclusively in some schools and together with CXC examinations in others, especially during the time CXC syllabuses are being introduced. Even after all the syllabuses have been introduced, there will still be students taking G.C.E. exams in subjects the CXC does not offer (e.g., Physics, Biology, Chemistry as separate subjects; languages such as German, Greek, Latin). Thus, for years to come Caribbean students who apply to colleges in the United States will frequently present a combination of G.C.E. and CXC subjects.

Jamaican Certificates and Examinations

Secondary School Certificate

The Secondary School Certificate was developed by the Ministry of Education in Jamaica in response to the need for certification for graduates of the new secondary schools,[7] as they are called. The new secondary schools are the former junior secondary schools that provided education only through Form III. The students in these schools have by and large been those who were unable to obtain places in the traditional five-year high schools. Now that the junior secondary schools have been extended to cover five years, they are called the new secondary schools to distinguish them from the high schools.

Though many late bloomers in the new secondary schools undoubtedly have the academic ability to do G.C.E. examinations, the Mininstry of Education decided that the broader needs and goals of both the students and the nation would be met by a broad-based examination program with a maximum number of options and including, especially, vocational options and work-related training. The certificate was intended to provide a terminal qualification that would have currency in the world of work while simultaneously making it possible for high academic achievers to continue studies in postsecondary institutions.

The certificate and the program of examinations have been designed to provide a great deal of information. Three types of assessment are reported on the certificates: school assessment (grades awarded by the teachers, based on ministry standards and monitoring), national assessment (a national examination program), and work experience. A separate space on the certificate lists subjects in which a student has demonstrated outstanding achievement, determined by a combination of school and national assessment.

Grades

The scale of grades (achievement ranges) for the Secondary School Certificate (S.S.C.) is as follows, with explanation:[8]

7. Discussed in Chapter Four.

8. All of the information in this section on the S.S.C. is based on memorandums and reports of the Research, Evaluation, and Counselling Division of the Ministry of Education, Jamaica.

Range 5 The candidate has achieved a high level of competence in this subject; is ready for a specialized further course at a postsecondary institution; is ready for employment with minimum supervision at the level of a Third Year Apprentice or the equivalent.

Range 4 . . . has achieved competence in this subject; is ready for general programmes at postsecondary institutions where this subject is a prerequisite; is ready for employment under supervision at the level of a Second Year Apprentice or the equivalent.

Range 3 . . . has a general knowledge of this subject; is ready for employment at the level of a First Year Apprentice or the equivalent.

Range 2 . . . has mastered some of the most basic skills and concepts in this subject.

Range 1 . . . has very limited knowledge of this subject.

The certificate is set up as follows (with headings given but no examples of subject entries; the information on the certificate is explained on p. 56).

Ministry of Education
Kingston, Jamaica

SECONDARY SCHOOL CERTIFICATE 1976

Awarded to

_____

Outstanding Achievement

Subject	Achievement Range

School Assessment 1975-76

Subject	No. of Units or Projects Completed	No. of Periods Per Week	Achievement Grade	Achievement Range

Work Experience

Type of Activity: Agency:
Total No. of Hours: Supervisors' Ratings:

National Assessment 1976

Subject	Percentile Rank	Achievement Range

The explanation of the information on the certificate is as follows:

(1) Outstanding Achievement: The subjects listed are ones for which the student has earned a combined achievement range grade of 4 or 5 on a combination of school and national assessment.

(2) School Assessment: For each subject, the number of units or projects defined in the syllabus is given, along with the number of periods per week for the subject. The grade column is for the grade assigned by the teachers on a scale of A to E, as follows:

A	outstanding	D	below average
B	above average	E	unsatisfactory
C	average		

Grades of M and N are also possible for basic, lower-level English and Mathematics; M stands for mastery of the subject and N for non-mastery of it.

According to ministry guidelines, the grades must be assigned in a school on a single examination taken by all of the school's students after each unit. Grades are apportioned on a strict bell curve as follows:

A	5%	D	25%
B	25%	E	5%
C	40%		

The final column, for achievement range, is intended to level out the discrepancies between work covered within different schools. The achievement range is determined by a strict table that combines grade and percentage of coverage of the syllabus. Thus, a student with a high grade based on a partial covering of the syllabus may be placed in a lower achievement range than a student with a lower grade based on complete covering of the syllabus.

(3) Work Experience: The supervisors' rating is based on the same A to E scale as for school assessment. Each supervisor rates the student in three categories: work habits, attitudes, and skill competence. The rating on the certificate is an average of the ratings by all supervisors in the three categories.

(4) National Assessment: The achievement range is on the 5 to 1 scale explained above. The percentile rank shows the individual's place in the overall ranking of all students examined in a subject for the year.

Subjects

In 1976, the first year S.S.C. examinations were given, students had to take Language & Communication, Mathematics, Life Skills, and up to three other subjects from among the following: Agriculture, Automechanics, Business Education, Carpentry & Cabinet-Making, Child Care, Clothing & Textiles, Crafts, Electrical Installation, Food & Nutrition/Catering, Machine Shop & Welding, Science, Social Studies.

Five papers were set in Business Education: Book-keeping, English & Office Practice, Mathematics & General Business, Salesmanship, and Typewriting.

Language & Communication and Mathematics were offered at three levels: Prefunctional—covering the most basic skills and concepts; Functional—general knowledge; Continuing—preparation for further education at post-secondary institutions.

Comparison With Other Examinations

In academic terms, the population served by the S.S.C. examinations is not nearly so well defined as for G.C.E. and CXC. The G.C.E. and CXC are aimed at the top level of students within the age group, who have been identified through selection examinations beginning with the completion of primary school. The S.S.C. exams are aimed for that large percentage of students in Jamaica that do not get the opportunity to attend a five-year high school through the primary school-leaving examinations but who attend the five-year new secondary schools. (Eighty to 85 percent of the children leaving primary school do not get the opportunity to attend high school.[9])

It has long been recognized in Commonwealth countries that have such rigid and early selection that many children who are late bloomers never get the opportunity they deserve. It is reasonable to assume that the 80 to 85 percent who haven't gone to high school include a percentage of very able students, particularly when their performances are looked at five years after the selection. For this reason, Grade 5 on the S.S.C. examinations in academic subjects can be counted toward university admissions, according to the guidelines in the Placement Recommendations. This recommendation is especially fair considering that the rigid bell curve in use for S.S.C. examinations and grades, both internal and external, permits no more than 5 percent of the entry to get the top grade, and often much less than 5 percent in the national examinations.

Future of the S.S.C.

The examination system is not well established, and it remains to be seen whether the ministry will achieve the goal of extending the system to the high schools. It is also unknown what impact the new CXC examinations will have on the S.S.C. It seems likely that the CXC, with its broader target than the G.C.E., will draw off some of the academically minded students in the new secondary schools. However, because of its emphasis on preparation for work, it seems likely, too, that the S.S.C. program will continue to meet a need in Jamaica.

Jamaica School Certificate

The Jamaica School Certificate (J.S.C.) examinations system has been used since the early 1960s as a school-leaving qualification for students completing the junior secondary schools' three-year programs and for certain high school students who leave school after Form III or IV. It can be awarded for

9. See Table 1.

single subjects, as is the G.C.E., or as a school certificate for five or more subject passes, including English. It had been designed as a school-leaving credential for students who could not remain in high school for five years (in a country where a very small percentage of the students has that opportunity) and to provide lower-level entry into the world of work and into certain technical and commercial programs of education. Because of the uses of the examinations, many examinees are mature adults seeking entry qualifications for work or education.

The J.S.C. is being phased out and is expected to disappear by 1982.

Selection Examinations

Common Entrance Examination. The C.E.E. is the selection examination for entry to the high schools and is the counterpart of similar examinations throughout the Caribbean, generally called by the same name. Successful students enter high school in Form I.

Grade Nine Achievement Test. The G.N.A.T. is a second-chance examination for students leaving all-age schools and junior secondary schools and who seek a place in a high school. Successful candidates enter high school in Form III.

Technical High School Entrance Examination. This examination is aimed at students with about two years more pre-secondary studies than the students taking the C.E.E. Successful students enter the first year of the four-year program in the technical high schools.

The C.E.E. and the G.N.A.T., though well within the traditions of Commonwealth and British education, are regarded as unsatisfactory instruments for educational measurement and have the potentially harmful effect of labeling 80 to 85 percent of the students taking them as failures.[10]

Jamaica intends to replace these tests before 1982 with a Grade Six Achievement Test and a Grade Nine Assessment system that will attempt to develop positive alternatives through a melding of secondary education sectors into a more nearly comprehensive system.

Jamaica Local Examinations

Before the advent of the Jamaica School Certificate examinations, Jamaica had a series of local examinations that were used to determine entry into training and jobs in teaching, and with the police, the army, and other government services. Their names were as follows, with approximate equivalents in American terms:

First Jamaica Local Examinations	Grade 8
Second Jamaica Local Examinations	Grade 9
Third Jamaica Local Examinations	Grade 10

The examinations were taken by students either enrolled in or leaving the school system and by individuals at work in government services who used

10. See Table 1.

them for upgrading their training and qualifications. They originated in the system of pupil-teacher examinations and were in fact formerly known by that name.

The Third Jamaica Local Examinations were at approximately the same level as the Jamaica School Certificate, though many Jamaican educators believe the Jamaica Local Examinations to have been much more demanding.

Jamaica Certificate of Education

For a short time in the 1950s there were offered examinations for a First Jamaica Certificate of Education and a Second Jamaica Certificate of Education. The first was comparable to successful completion of the 10th grade in the United States, the second to completion of the 11th grade. The diplomas are very rare and not often seen in the United States.

Pupil-Teacher Examinations

Most territories in the Caribbean formerly conducted pupil-teacher or probationary teacher examinations,[11] and some still do. The examinations were intended to test the training and upgraded qualifications of untrained teachers who had entered the teaching force directly from primary school (i.e., after completion of the 8th or 9th grade, coming from all-age, extended primary schools, post-primary schools, or junior secondary schools).

The sequence (whether two, three, or four examinations) has varied over the years and from territory to territory, but the final exams of the sequence are comparable to approximately 10 years of education in the United States. However, they include tests in pedagogy found only in colleges in the United States and also found widely in postsecondary institutions in the Caribbean. Therefore, for a candidate otherwise eligible for admission, it is reasonable in the United States to provide the opportunity of validating, through examination, credit in Methods of Teaching, School Organization and Administration, and other basic education courses, as well as consideration for life-experience credit in Practice Teaching (supervised) by institutions that grant such credit.

Other Local Examinations

Bahamas Junior Certificate. The certificate is based on national examinations at about the level of successful completion of the 10th grade in the United States.

Barbados School-Leaving Certificate. The certificate is based on national examinations at about the level of successful completion of the 10th grade in the United States.

Barbados Secondary School Certificate, Part I. It is the same as the Barbados School-Leaving Certificate, which it replaced. There is no Part II.

---

11. See Chapter Seven for information on teacher education.

Bermuda Secondary School Leaving Certificate. Since 1974, the Ministry of Education has awarded this certificate based on national examinations on the G.C.E. model (i.e., the level of high school graduation in American terms).

Preliminary Certificate of Education, Guyana. The certificate is based on national examinations at about the level of successful completion of the 9th grade in the United States and is a second-chance examination providing possible admission to the five-year secondary schools. It is comparable to the former College of Preceptors Junior Certificate.[12]

Primary School Leaving Certificate, Trinidad and Tobago. The certificate is more advanced than the Common Entrance Examination; it represents completion of extended primary school, comparable to successful completion of grade 8 in the United States, and is based on national examinations.

Other Primary School Leaving Certificates. Certificates by this name are or have been awarded in many territories, whether or not based on national examinations. A certificate may represent studies comparable to completion of any grade from the sixth to the ninth in the United States. The educational history of the individual establishes the level.

12. See p. 43.

Chapter Seven

Teacher Education

The provision of teacher training in colleges or normal schools in the West Indies dates to 1834, when four colleges were opened with a bequest from Lady Mico. Two of the colleges were closed by 1845, and a third (in Antigua) lasted until 1890. The fourth, Mico College in Jamaica, continues to provide teacher training today, almost a century and a half after its founding.

Despite a history of teacher training that began soon after the abolition of slavery, the commitment of the colonial and territorial governments and the availability of finance has been uneven, and therefore the history of training itself has been uneven. At no time have the training programs been able to supply enough teachers to meet the demands of the educational systems. As a result, teachers have always been recruited not only from training college graduates but also from other educational programs that do not include teacher training at all: from universities (people with degrees but no training as teachers), especially from secondary schools, and even from primary schools (eighth to ninth grades). Untrained teachers[1] in the West Indian schools have generally outnumbered teachers with training in education. Table 3 shows that in 1957 trained teachers constituted less than half of the total teacher corps in each of 11 territories, and in only three did they constitute more than a quarter of the total staff. The very low percentages for the smaller territories is reflective of the financial difficulties in providing teacher training in areas of low population. With the smaller numbers, sharp gains have been easier to achieve in these territories (e.g., to 32.1 percent in St. Kitts and 23.8 percent in Dominica by 1965[2]). In the larger territories, a growth in school population and high attrition rates among trained teachers have held down or prevented gains altogether. A comparison of Tables 3 and 4 shows that in Jamaica the percentage of trained teachers remained virtually unchanged between 1957 and 1973. Table 4 also illustrates that the source of Jamaica's teachers in 1973 was little different from today.

---

1. "Untrained teacher" is the term used in the Commonwealth to describe practicing teachers who have no training in education; it does not refer to a person's academic background: someone with a degree may also be an untrained teacher.

2. R. S. Jordan, "Some Aspects of Teacher Training in the Caribbean" (Report of the Conference on Teacher Education in the Eastern Caribbean, St. Vincent, April 3-5, 1967), pp. 42-48.

Table 3

Percentage of Trained Teachers, 1957

Trinidad	45%	British Guiana (now Guyana)	16.8%
Jamaica	44%	Dominica	9%
Antigua	40%	Grenada	8%
Barbados	25%	St. Lucia	6%
Montserrat	21%	St. Vincent	6%
St. Kitts	20%		

SOURCE: "Report of the Regional Conference on the Training of Teachers," Port of Spain, Trinidad, 1957.

Table 4

Percentages of Trained and Untrained Teachers and Qualifications of Untrained Teachers, Jamaica Teaching Force, 1973

Type of School	Trained	Untrained	Interns
Primary and All-Age	44.4%	47.0%	8.6%
Junior Secondary	67.5%	11.5%	18.0%
Secondary High School	32.0%	6.4%	2.4%
All Schools	46.0%	39.0%	8.0%

Untrained Teachers by Qualification

	A Level	O Level	Pupil Teachers
Primary and All-Age	—	—	47.0%
Junior Secondary	—	—	11.5%
Secondary High School	4.3%	1.0%	1.2%

SOURCE: Ministry of Education, "The Education Thrust of the 70's," Kingston, May 14, 1973.
NOTE: The tables do not show the graduates among the teachers, and thus the percentages do not add up to 100%. In 1973, 7% of all teachers held degrees, virtually all of them in the secondary high schools, where they were 59.2% of the total staff.

The high percentages of untrained teachers has meant that teacher training, both in the colleges and in the universities, has had two responsibilities: first, the preparation of prospective teachers (pre-service training) and, second, the upgrading of the serving teacher corps (in-service training). Many of the education programs described on the following pages are provided wholly or at least partly for serving teachers.

University Programs

The University of the West Indies

The first chair in education was established at the University College of the West Indies in 1950, and the Diploma in Education was offered from 1952

by the Department of Education. Following the recommendation of the Regional Conference on the Training of Teachers in 1957, the Institute of Education was established. Unlike the Department of Education, which was a teaching department preparing university students in theory and practice of education, the Institute's responsibilities extended to the whole of the educational community in the Caribbean.

The Institute worked closely with the territorial Ministries of Education and with the training colleges in the development of curriculums, the setting of standards for teachers, and the examination of prospective teachers, both for in-service courses through the Ministries and for teacher training courses for prospective teachers. The Institute was the external examiner in many college programs and actually granted the diplomas awarded to successful students, as it still does (under the name of the School of Education).

In 1972, the Institute of Education and the teaching branch were merged to form a single School of Education, responsible both for teaching the University's courses in education and for the co-operation with the ministries and with the colleges in teacher training outside the university. The School has branches at all three University of the West Indies campuses. The following are the University's programs in education:

Bachelor of Education

Course—Two years fulltime, leading to B.Ed. (the only two-year degree course offered at the University).

Admissions—(a) A student must satisfy the University matriculation requirements;[3] (b) be certified as a trained teacher (in most cases be graduates of a two-year or three-year training course); (c) have at least one year of fulltime training in an approved teacher training college; (d) normally be at least 28 years old; and (e) pass an entrance examination.

The typical B.Ed. student has completed at least two years of fulltime studies in a teacher training college. However, the meaning of requirements (b) and (c) is that a person who has achieved certification as a trained teacher by his or her home Ministry of Education through examination and in-service programs is still eligible so long as the training has included at least one year's fulltime work in a training institution. Such teachers are considered by the University to have qualifications equivalent to graduation from a two-year college.

Since the program is provided specifically for mature, trained, and experienced teachers, it has been set at two years to give, in effect, advanced standing. In American terms, the student has received the equivalent of two years of advanced-standing credit.

Program—The purpose of the B.Ed. course is to train teachers for responsible positions in schools and the ministries and for positions as teachers of Education in the teacher training colleges. It is thus much more specialized in nature than the typical American undergraduate program, and the B.Ed. students have completed studies comparable to undergraduate teacher preparation in the United States before they have enrolled in the B.Ed. course. The general curriculum is as follows:

First Year: (a) Foundations of Education: Philosophy and Psychology of Education plus one option (e.g., Educational Strategies in Developing Countries); (b)

3. See Admissions, Chapter Eight.

Elementary Research Methods and Principles of Measurement; (c) field work (investigation and evaluation); (d) liberal arts options outside the School of Education; (e) professional option (e.g., Educational Administration, Curriculum Development, Guidance and Counselling).

Second Year: (a) Professional option; (b) Advanced Foundation of Education; (c) Research Methods (Statistical Analysis or Test Development); (d) a thesis involving study and analysis of an educational problem; (e) further liberal arts options.

Master of Arts in Education

Course—Two years fulltime (six terms), leading to M.A. (Ed.), with dissertation.

Admissions—A postgraduate Diploma in Education or the B.Ed. of the U.W.I. or the equivalent of either.

Program—Part I of the program is coursework in (a) General Research Methods and Statistics; (b) Philosophy of Education; and (c) a special subject which must include Methods of Research. Part II is a dissertation.

The examinations of Part I must be completed successfully before the dissertation can be submitted. The Part II exam is the dissertation, though oral exams may also be required.

Doctor of Philosophy in Education

Course—At least two years fulltime, depending on entry qualifications and course of study, leading to the Ph.D.

Admissions—A master's degree in Education or certain approved bachelor's degrees or degree-equivalent awards of a high standard.

Program—The Ph.D. is a research degree; the award of the degree is based on a dissertation and on an examination.

Diploma in Education

Course—One year fulltime, leading to the Dip.Ed.

Admissions—A bachelor's degree from an approved university.

Program—The Dip. Ed. course is designed to prepare as teachers persons who have university degrees but are not trained in education. It is therefore comparable to undergraduate studies of education in the United States, and comprises studies that are comparable to the undergraduate sequence in education common in American universities. The program compares directly with the courses for postgraduate teaching qualifications (variously called diplomas and certificates) that are offered in universities throughout the Commonwealth.[4]

The general outline of the program is as follows: (a) Practice Teaching (at least 10 weeks); (b) curriculum studies in an academic subject and Methods of Teaching; (c) Foundations of Education, Sociology of Education, and Education Strategies in Developing Countries (the subjects may be presented in an integrated format rather than in separate courses); (d) written studies on specific topics.

The two parts of the examinations are practice of education and theory of education, either of which may be graded "distinction" for outstanding performance. An aegrotat diploma may be awarded to a person who has been successful in the course but who through illness has missed part of the examinations.

4. See *United Kingdom*, pp. 89-90, 90-93.

In-Service Program—The Dip. Ed. program is also offered to practicing but untrained degree-holders. In-service students study part-time toward the diploma and attend fulltime during school holidays and between terms. The in-service course, which is normally completed within a calendar year, includes 25 weeks of supervised teaching practice.

Certificate in Education

Course—One year fulltime, leading to Cert. Ed. in a specific field.

Admissions—(a) One year's fulltime studies in a recognized teacher training college plus three years' teaching experience *or* (b) certification as a qualified teacher in the home territory plus 10 years' teaching experience. Students must also pass an entrance exam on academic skills; special prerequisites may be designated for certain optional main subjects.

Program—The program was developed following the recommendation of the Regional Conference on the Training of Teachers at Port of Spain, 1957, that the then University College of the West Indies provide studies leading to specialty qualifications for trained teachers who did not have degrees (the Dip. Ed. for degree-holders was then the only award made by the University College).

The following specialties are offered: Administration of Schools, Guidance and Counselling, Teaching Creative Arts, Teaching the Deaf, Teaching English, Teaching Mathematics, Teaching Physical Education, Teaching Reading, Teaching Science, Teaching Social Studies, and Teaching Spanish.

The general curriculum is as follows: (a) Foundations of Education: Philosophy and Psychology of Education plus an option (as for the B.Ed.); (b) Methods of Teaching in a specific field, as above, with the study of curriculum content (or the study of administration); (c) Introduction to Evaluation in the specific field; (d) Practice Teaching or Field Work resulting in a study and presentation of results on a selected topic; (e) undergraduate studies in education.

The program is generally comparable to undergraduate studies in the United States, but some specialized subjects are offered only in graduate schools in the United States.

Undergraduate Studies in Education

Some undergraduate students in other faculties take education courses as electives. At Cave Hill, it has been possible to take nearly all of the courses for the Diploma in Education while enrolled as an undergraduate.

University of Guyana

The Faculty of Education of the University of Guyana conducts four programs, and the coursework for them overlaps in some cases. All of the programs are at the undergraduate level, and virtually all of the courses continue the Faculty's mission to upgrade the skills and qualifications of practicing teachers.

Bachelor of Education

Course—One year fulltime plus one year in-service part-time, leading to the B.Ed.

Admissions—The Certificate in Education of the University of Guyana or the equivalent. In some cases, students are admitted provisionally with prerequisite undergraduate courses to complete before moving to a B.Ed. content area.

Program—As with the B.Ed. of the University of the West Indies, the program is designed for experienced, trained, practicing teachers who have career goals in supervisory positions or as education officers in the Ministry of Education, Social Development, and Culture: Education Officers, Guidance Officers, Planning and Research Officers, Test Development Officers, Training College Lecturers, and Senior Curriculum Development Officers.

The first year of the program is in-service, part-time, with required attendance of lectures on school holidays and vacations and on weekends during the academic year. The second year must be completed in fulltime residence.

The general curriculum is as follows: (a) Foundation courses: Foundations of Curriculum, Psychological Development and Socialization of the West Indian Child, Research Methods and Statistics, and Measurement and Evaluation; (b) a research option: curriculum development in a subject, administration, guidance, or test construction; (c) content courses related to research options, two of the following: Administration, Guidance, Mathematics, Home Economics, Test Construction, Technical Education, English, General Science, Agricultural Education, Social Studies; (d) a community project or National Service project.

The overall grade for the degree is determined by examinations results in the four areas above, weighted as follows:

(a) 1	(c) 1½
(b) 1½	(d) 1

The program is much more specialized than the typical American undergraduate program, and the B.Ed. students have completed studies comparable to undergraduate teacher preparation in the United States before they have enrolled in the B.Ed. course. Students who have the Certificate of Education of the University of Guyana or the University of the West Indies before entering the B.Ed. program already have been specializing in certain fields.

Diploma in Education

Course—One year mixture of fulltime and part-time studies, leading to the Dip. Ed.

Admissions—A bachelor's degree from an approved university. All students must be currently practicing teachers.

Program—The Dip. Ed. course is designed as an in-service course for practicing teachers who have degrees but who have not had previous training in education. It differs from the postgraduate diploma and certificate courses found throughout the Commonwealth in that it is open only to practicing teachers; it is not designed for pre-service teachers.[5]

Beginning in the 1977-78 academic year, the course involved an intensive four-week seminar in August and September followed by 32 weeks of Saturday morning classes, meetings with tutors, and teaching under the supervision of university tutors. Previously, there was a five-week intensive seminar in August and September, followed by 26 weeks of Saturday classes and supervised teaching, then followed by a second five-week seminar in August and September of the following year.[6]

The general curriculum is as follows: (a) Education and Development: half courses, Problems in Education and Development and Sociological Issues in

5. However, U.W.I. also has an in-service Dip. Ed. program.

6. For information on the Dip. Ed. program before 1977-78, see Undergraduate Studies in Education below.

Education; (b) Educational Psychology: half courses in Learning and Development and in Measurement and Evaluation; (c) an option: half courses in Methods of Teaching and in curriculum studies for one option (English, Mathematics, Modern Languages, Social Studies, Science). Two other options and their half courses are Administration (Fundamentals of Administration, School Administration and Supervision research project) and Guidance and Counselling (Guidance and Counselling Techniques, research project); (d) practice teaching (i.e., supervision in the school in which the diploma student is already in service).

The overall grade for the diploma is based on examinations in the four areas above, weighted as follows:

(a) 1 (c) 2
(b) 1 (d) 2

The program is comparable to undergraduate studies in the United States and includes the equivalent of approximately 8 semester credits in practice teaching.

Certificate in Education

Course—One year of mixed fulltime and part-time studies, leading to the Cert. Ed. It was formerly a one-year fulltime course.

Admissions—A Trained Teacher's Certificate and at least three years' teaching experience (or a minimum age of 26). In addition, there are requirements for specific options (specialties): previous specialization in teacher training college in the same subject as the option in an academic subject; a position of responsibility in a school (e.g., headmaster or headmistress) for the School Administration option; Industrial Arts or Home Economics specialization in training college for the Technical Education or Home Economics options; practicing agricultural teacher for the Agriculture option.

Program—The annual program which is offered only on an in-service basis, starts with a four-week intensive seminar in August and September, followed by 26 weeks of Saturday classes, weekly half-day seminars or tutorials, and supervision in the teaching post. The program ends with a second four-week intensive seminar in August and September.

The general curriculum is as follows: (a) Curriculum Development and Supervision of Teaching in an academic option (one full course in the option: English, Mathematics, Science, Home Economics, Social Studies, Industrial Education, Agricultural Education, Modern Languages). Alternatively, a student may choose the options of Administration or Guidance and Counselling, with two half courses and a practicum in each; (b) community project; (c) education foundations: full courses in Social and Philosophical Foundations of Educational Psychology; (d) a content option (i.e., academic studies in the optional field as opposed to curriculum studies in the option in *a* above).

The overall grade for the certificate is based on examinations in the four areas, weighted as follows:

(a) 2 (c) 1
(b) 1 (d) 1

The program is comparable to undergraduate studies in the United States in general but some of the options involve studies that are generally offered only in graduate school in the United States. Graduates of the certificate course are eligible to pursue the B.Ed. course at the University of Guyana.

Undergraduate Studies in Education

Students of the University who are enrolled in other faculties may, with the permission of the Faculty of Education, pursue studies in education as part of their degree program, much as is done in the United States.

The course, which the University has designated as EDN500, comprises Practice Teaching and Theory of Education and is identical to parts of the Dip. Ed. program.

Before the 1977-78 school year, the course for the Diploma in Education[7] (then designated as EDN600) was structured as follows:

(1) Practice Teaching;
(2) Study of Education:
    (a) Theory of Education (Problems in Education and Educational Psychology).
    (b) Research in Education (an educational project and a special group paper or project).

EDN500, open to undergraduates, was equivalent to parts (1) and (2a) of EDN600. The undergraduate could then qualify for a Diploma in Education by meeting the research requirements of part (2b). This option is still possible.

Admission to EDN500 is open to undergraduates only when there is space in the Dip.Ed.'s intensive seminar and Saturday classes; serving-teachers with degrees have priority.

Department of Curriculum Development

The responsibility of the Department of Curriculum Development has been to integrate the work of the Carnegie Research Unit in curriculum development into the Faculty of Education. The Department also conducts short refresher courses for practicing teachers.

Teacher Training Colleges

The principal sources of trained teachers in the Caribbean are the teacher training colleges. However, there are other institutions that do some teacher training even though their primary mission is in other fields (e.g., the Jamaica School of Agriculture). The colleges and other programs currently training teachers are listed below.

Jamaica

Bethlehem Teacher's College, Malvern, St. Elizabeth, Jamaica.

Church Teachers' College, Mandeville, Manchester, Jamaica.

College of Arts, Science, and Technology, 237 Old Hope Road, Kingston 6, Jamaica.

Excelsior Community College, 137 Mountain View Avenue, Kingston 3, Jamaica.

In-Service Teacher Education Thrust, Ministry of Education, Kingston, Jamaica.

Jamaica School of Agriculture, Spanish Town, St. Catherine, Jamaica.

7. For the structure since 1977-78, see Diploma in Education above.

Jamaica School of Art, 1 Arthur Wint Drive, Kingston 5, Jamaica.[8]

Jamaica School of Dance, 1 Arthur Wint Drive, Kingston 5, Jamaica.[8]

Jamaica School of Drama, 1 Arthur Wint Drive, Kingston 5, Jamaica.[8]

Jamaica School of Music, 1 Arthur Wint Drive, Kingston 5, Jamaica.[8]

Mico Teachers' College, Marescaux Road, Kingston 5, Jamaica.

Moneague Teachers' College, Moneague, St. Ann, Jamaica.

St. Joseph's Teachers' College, 16 Old Hope Road, Kingston 5, Jamaica.

Sam Sharpe Teachers' College, Granville, St. James, Jamaica.

Shortwood Teachers' College, 77 Shortwood Road, Kingston 6, Jamaica.

West Indies College, Mandeville P.O., Manchester, Jamaica.

Trinidad and Tobago

Caribbean Union College, P.O. Box 175, Port of Spain, Trinidad.

Government Training College, St. Vincent Street, Port of Spain, Trinidad.

John S. Donaldson Technical Institute, Wrightson Road, Port of Spain, Trinidad.

Mausica Teachers' College, Mausica, via Arima, Trinidad.

Naparima Training College, Paradise Pasture, San Fernando, Trinidad.

Port of Spain Teacher's College, Wrightson Road, Port of Spain, Trinidad.

Roman Catholic Training College, Pembroke Street, Port of Spain, Trinidad.

Guyana

Carnegie School of Home Economics, D'Urban and High Streets, Georgetown, Guyana.

Cyril Potter Teacher Training College (formerly known as Government Training College), Turkeyen, East Coast Demerara, Guyana.

Guyana School of Agriculture, Mon Repos, East Coast Demerara, Guyana.

In-Service Teacher Training Programme, Battery Road, Kingston, Georgetown, Guyana.

Lilian Dewar Teacher Training College (formerly known as College of Education for Secondary Teachers), Battery Road, Kingston, Georgetown, Guyana.

Other Territories

Bahamas Teachers' College, P.O. Box N3913, Nassau, Bahamas.[9]

Barbados Community College, Two Mile Hill, St. Michael, Barbados.[10]

College of the Bahamas, P.O. Box N4912, Nassau, Bahamas.

Dominica Teachers' College, Dominica.

Erdiston Teachers' College, Barbados.

Government Training College, Belmopan, Belize.

Grenada Teachers' College, Grenada.

Leeward Islands Teachers' Training College, Antigua.

---

6. These schools, all part of the Cultural Training Center, are covered in separate articles listed alphabetically in Chapter Nine.

9. Now merged into the College of the Bahamas.

10. The University of Guyana Health Sciences Tutors Certificate is explained in the article on the Health Services Tutors Program in Chapter Ten.

St. John's Training College, Belmopan, Belize.

St. Kitts-Nevis Teachers' College, St. Kitts.

St. Lucia Teachers' College, St. Lucia.

St. Vincent Teachers' College, St. Vincent.

San Salvador Teacher's College, Bahamas.[11]

The Two-Year Programs

The standard length of courses in teacher training colleges is two years, full-time, though there are exceptions: the three-year course in technical education at the College of Arts, Science, and Technology: the year's internship required of students in Jamaica and Belize, following the two-year course; in-service courses ranging from one to five years.

The curriculums are developed and the examinations moderated by the School of Education of the University of the West Indies in cooperation with the various ministries of education[12] in all of the territories except Trinidad and Tobago and Guyana, where the Ministries of Education have sole responsibility. The result is that the programs are quite similar throughout the Caribbean. Despite small variations in the number of class hours assigned to subjects or differences in optional subjects, the programs all contain the following:

- Study of English Language and Literature.
- Theory of Education: Principles, Philosophy, History, and Sociology of Education and Educational Psychology.
- Practice of Education: field work, visitations and observations, and blocks of concentrated practice teaching.
- For students preparing to teach in primary and all-age schools, academic studies in several subjects taught in primary schools (e.g., Mathematics, Social Studies, General Science, History, Geography), including methods of teaching the subjects.
- For students preparing to teach in junior secondary schools or the lower forms of high school, academic studies in one or two main subjects that will be their teaching specialties along with methods of teaching the subject.
- General Methods of Teaching.

The studies in education are quite strong by the standards of any educational system and are comparable to the entire sequence in education common in undergraduate programs in the United States. The major difference is that the Caribbean students receive more preparation in theory and practice of education than is common in the United States. The amount of credit a Caribbean teacher training college graduate can receive in transfer to an

11. Now merged into the College of the Bahamas.

12. The examinations are conducted through the Joint Board of Teacher Education, which includes representatives of the U.W.I. School of Education, Ministry of Education officers, and the college faculties.

institution in the United States is up to approximately one year for studies in education, including practice teaching.

The training in academic subjects given a prospective teacher in primary schools is generally at the academic high school level (i.e., G.C.E. ordinary level). For students in the secondary education courses, the studies in the main subjects are comparable to lower-division work in universities in the United States (i.e., G.C.E. advanced level) and credit can usually be granted for each specialty subject (no more than two subjects).[13]

Regardless of the program, Caribbean education students receive strong preparation in English, comparable to the two-course basic sequence in English and composition common in American universities. There are almost always auxiliary courses in each program for which a student may be given transfer credit in the United States when the courses match requirements or common electives in the American institutions: Art, Domestic Science, Health Education, Music, Physical Education, Religious Education, Technical Studies. These are usually comparable to 1-credit courses (never more than 2) in the United States, depending on the number of class hours devoted to each.

Thus, the typical graduate of a primary school education course qualifies for approximately one and a half years of credit when transferring into a degree course (approximately 32 credits in education, 6 in English, and 3 to 6 in auxiliary courses). The graduate of a secondary school education course usually qualifies for an additional 10 to 20 credits for academic studies in the specialty (main) teaching subject or subjects.

This range of transfer credit has long been practiced with success by many American colleges and universities[14] and is in line with the practices of the University of the West Indies, the University of Guyana, and the British universities with their former one-year B.Ed. programs following three years of teacher training.

Curriculum Outlines

The following are general outlines of teacher college curriculums, used as examples with the understanding that the variations from territory to territory are small.

I. Erdiston Teachers' College[15]

A. General Outline of Curriculum for Teachers in Primary and All-Age Schools

1. Required Subjects for Two Years	Class Hours
Education	310
English	248
Mathematics	200
Science	162
Social Studies	124

13. The studies are specifically referenced to G.C.E. standards.

14. For recommendations for Britain's similar teacher training programs, see *United Kingdom*, p. 229.

15. From Erdiston College syllabuses in effect from 1975.

2. Required Subjects/First Year Only

Art	186
Physical Education	72
Health	72
Nutrition	62
Audiovisual Aids	62

3. An Optional Study in One of the Following Two Years: Art (186 hours), Bookcraft (124), Geography (186), History (186), Literature (124), Physical Education (200), Religious Education (174).

4. An Individual Study (short thesis) on Topic Related to One of the Following: Art, Education, English, Geography, History, Mathematics, Modern Languages, Physical Education, Science, Social Studies.

5. Practice Teaching: 12 weeks.

B. Details on Selected Subjects

1. Education
   (a) Human Growth and Development (62 hours): principles and patterns of how humans develop (skills, attitudes, character, knowledge, and factors influencing the development); individual differences in learners.
   (b) Educational Psychology (62 hours): the learning process, personality and group dynamics, psychology and the teacher's job, educational measurement and evaluation.
   (c) Organization and Practice of Education (124 hours): general methods of teaching, classroom procedures, lesson plans and schemes of work, materials in teaching, record-keeping.
   (d) Principles of Education (31 hours): aims of education in democratic society, the school and the community, professional growth, accountability of the teacher.
   (e) School System and School Administration (31 hours): the organization and laws on education in Barbados, management structure in schools.
2. English
   (a) Basic course (124 hours): grammar and usage, composition, speech.
   (b) Literature (20 hours): methods of teaching literature, including poetry and drama, and a critical study of children's literature.
   (c) Methods course (42 hours): methods of teaching language arts, including composition, speaking and listening, grammar and usage.
   (d) The Teaching of Reading (62 hours): nature of reaching processes, reading readiness and how to develop it, methods of teaching reading (whole words, phonics), development levels of reading (word attack, comprehension, oral reading, silent reading, elementary study skills).
3. Required Mathematics
   (a) Content course for primary teachers (100 hours): sets (10 hours), numeration system (6), real number system (24), business arithmetic (6), weights and measures (12), simple algebra (14), simple geometry (16), introduction to statistics (12).
   (b) General Methods of Teaching Mathematics (50 hours).
   (c) Remedial Teaching of Mathematics (50 hours).
4. Optional Literature (124 hours): study of special narratives, short stories, poetry, drama, with emphasis on Shakespeare in drama and Caribbean writers, poets, and playwrights throughout (along with British and American writers).

II. Curriculum for Training Colleges in Jamaica[16]

A. Minimum Class Hours for Core Subjects: The following core-course guidelines, applicable to all teacher training colleges in Jamaica, were approved in 1973 by a committee of the Joint Board of Teacher Education to have effect with the 1975-76 academic year.[17] The three classifications for teacher preparation are pre-primary to grade 2 (infant stage); grades 3 to 6 (junior or primary stage); and post-primary (junior secondary school or, in some cases, special subjects in high school).

1. Pre-Primary to Grade 2		Class Hours
Art and Crafts		120
Education		250
English		250
Mathematics		120
Music and Movement		120
Religious Education		90
Social and Environmental Studies		90
	Total	1,040
2. Primary/Grades 3 to 6		
Education		250
English		250
General Studies		90
Mathematics		120
Religious Knowledge		90
Social Studies		90
Option (Music, Physical Ed., or Art & Crafts)		150
	Total	1,040
3. Post-Primary		
Education		250
English		250
One teaching subject		225
One teaching subject		225
Mathematics[18]		90
	Total	1,040

4. Examination Patterns:
   (a) Students in the pre-primary and primary courses are examined externally (i.e., by the Joint Board) in Education, English, and one core subject, which each student may choose. All other exams are given by the school, and all must be passed to earn a certificate.
   (b) In the post-primary course, students are examined externally in Education, English, and both teaching subjects. The standard in the teaching subjects is comparable to G.C.E. advanced level. All subjects are examined by the school, and all must be passed to earn a certificate.

16. Information provided by Joint Board of Teacher Education, 1973.

17. The Joint Board comprises representatives of the Ministry of Education, the U.W.I. School of Education, and the teacher training colleges. It is responsible for policy-making and examinations for the colleges.

18. Students in the post-primary course who have passed Mathematics at G.C.E. ordinary level may be exempted from the Mathematics requirement.

5. Additional Studies: The 1,040 hours per year (30 weeks in residence) are minimums; up to 450 additional hours are used for auxiliary courses, emphasis on core courses, and tutorials. The class work load is 35 to 40 hours a week.

III. Education Course in a Jamaican Training College[19]

A. Curriculum for Teachers in Post-Primary Schools

1. Child Study, First Year (3 periods a week): observations in basic schools, infant centers and departments, junior schools and departments, schools for the handicapped, and training centers; heredity and environment; the infant school child and the transition from home to school; growth and development in middle childhood (physical and social development, acquisition of skills, learning of values); preparation for adolescence; adolescence; research methods.

2. General Methods, First Year (2 periods a week): new secondary schools as an institution; teacher qualities and qualifications in new secondary schools; lesson plans and schemes of work; organization of the new secondary school; classroom management.

3. Principles of Education, Second Year (2 periods a week): current Jamaican educational system; current educational projects (e.g., the In-Service Teacher Education Thrust); comparative education; critical evaluation of government reports on education; Jamaican society; educational philosophy; evaluation of education; study of Jamaican teacher education; factors that influence educational policies.

4. Child Study, Second Year (2 periods a week): the adolescent; physical development and activity; intellectual development; emotional development; social development; moral development; educational psychology (factors affecting learning, relationship between learning processes and teaching methods, and problem-solving).

5. Methods of Teaching in New Secondary Schools, Second Year (3 periods a week): classroom management; study of current methods and materials used in the schools; study of the Grade 10 and 11 programs in the schools; theory of teaching methods (testing, research); evaluation of resources and materials; study of problems in new secondary schools (e.g., discipline, motivation).

6. General Methods of Teaching Reading, First Year (3 periods a week): systems and materials for teaching reading; word analysis; teaching reading; reading skills, children's books; modern reading approaches; preparation and development of materials; word recognition skills; general factors affecting students' reading ability.

7. Methods of Teaching Reading at the Post-Primary Level, Second Year (3 periods a week): skills in word recognition, comprehension, fluency; use of reference works; remedial reading; determining reading achievement levels and evaluating students' progress; reading in content fields; children's books.

8. Practice Teaching: In the first year, each student practices lessons in front of the class, in the teaching school attached to the college, and in front of a

19. From Syllabuses of Shortwood Teachers' College, in effect from the 1975-76 academic year.

television camera so that lessons can be played back for discussion and evaluation. In the second year, the micro-teaching continues and there is a one-month block of fulltime teaching practice.

IV. Curriculum for Training Colleges in Trinidad and Tobago[20]

A. General Structure for All Colleges: The studies are classified as three types, and class time is allocated in percentages as follows:

1. Professional Studies (Education)	50%
2. Compulsory Subjects (School Curricular Studies)	40%
3. Elective Studies	10%

1. The Professional Studies includes three subjects: Practice Teaching, Principles and Practice of Education (methods), and Psychology and Sociology of Education.
2. All students are required to study the following compulsory subjects for two years: Elementary Mathematics, English, General Science, and Social Studies. Art and Crafts and Music and Movement are required in the first year only.
3. Each student must choose one elective, which is studied to a standard comparable to G.C.E. advanced level; students who already have A levels are expected not to duplicate the subject in the college. The elective subjects are the following: Agriculture, Art, Biology, Chemistry, Craft, Education, French, Geography, History, Home Economics, Industrial Arts, Literature, Mathematics, Music, Needlecraft, Physical Education, Physics, Psychology, Sociology, and Spanish.

Admission to Training Colleges

The admissions requirements vary from territory to territory, but all are at approximately the level of high school graduation in the United States, with certain exceptions for Jamaica. The typical requirement is four G.C.E. ordinary-level passes, including English Language. The highest requirement is in Trinidad and Tobago, where students must have five O levels, including English Language.

Jamaica has historically provided pre-service teacher training to students entering with qualifications comparable to the completion of the tenth or eleventh grade in the United States. When the former three-year fulltime program was phased out,[21] the admission of students with less than G.C.E. O-level qualifications was continued.

Students have continued to be accepted with satisfactory passes on the Jamaica School Certificate (J.S.C.).[22] The official policy is that such students take the same program as those who enter with at least four O levels, and this is true for professional and certain other courses, but in practice the O-

20. This information is taken from two sources: *Syllabus of Studies for Students in Teachers' Colleges* (Port of Spain: Ministry of Education and Culture Board of Teacher Training, 1970), and syllabuses of Mausica Teachers' College, in use during the 1977-78 academic year.

21. See below, Jamaica: the Former Three-Year Program; with the internship, the current program still requires three years before the award of the certificate.

22. See Jamaica School Certificate, Chapter Six.

level students generally prepare for teaching in post-primary schools and the J.S.C. students for the infant and junior schools. The lower entry qualification does not have any bearing on the rigors of the professional studies but means that the J.S.C. students are likely to study less demanding academic subjects than the G.C.E. O-level students.

Transcripts and Credits

The teacher training colleges of the Caribbean are well accustomed to supplying transcripts to American educational institutions. The transcripts usually list all of the subjects studied for each year with either the number of total hours or the number of periods a week (typically 45 minutes a period). The number of transfer credits can be determined by allocating a reasonable number to the education courses and then finding proper proportions based on weights given to the class hours. In most Caribbean colleges, the amount of class time is just about double the amount usually required in the United States. In such cases, transfer credit can be determined by halving the total hours and then dividing by 15 to find the equivalent in semester credits.

Credit is not recommended for academic subjects other than English for students preparing for primary school teaching. However, up to 10 semester credits should be granted for passes in each main subject studied by a prospective secondary school teacher (two subjects in many cases, as in Jamaica) and in all cases for the elective subject by students from Trinidad and Tobago.

Examinations and Grades

The certificate of graduation from a teacher training college is based upon success in final examinations for each of the two years. The examinations are a combination of external and internal assessment. The external examiners are usually representatives of the School of Education of the University of the West Indies and of the Ministry of Education of the country in which the college is located.

In Trinidad and Tobago, the authority is the Board of Teacher Training of the Ministry of Education and Culture and the School of Education is not directly involved. In Guyana, the authority is the Ministry of Education and Social Development with the cooperation of the University of Guyana's Faculty of Education.

The professional subjects, English, and the main subjects are examined externally, with the final grade determined jointly by internal and external examiners. Other subjects are examined within the school.

Many transcripts have grades on them but others do not. The scale of grades is usually A to D (with E or F the failing grade). The meaning of the grades is similar to their meanings in the United States, and the grades may affect the transfer credit an American institution will grant, in accordance with its policies.

Individual Programs in Education

The following sub-sections cover programs no longer in existence or ones that differ from the common models.

Jamaica: The Former Three-Year Program

The following is a general outline of the studies required for the former three-year fulltime course in the teacher training colleges, which has been superseded by the current structure of two years' fulltime followed by a year's internship.[23]

1. Studies in Education:
   (a) First Year: Introduction to Education, Child Study, Special Methods, General Methods.
   (b) Second Year: Child Study, Special Methods, General Methods.
   (c) Third Year: Educational Theory, Psychology and Child Study, Special Methods, General Methods, History of Education and School Organization.
   (d) Practice teaching.
2. Examination Papers in Education:
   (a) First Year: (i) Child Study and Introduction to Education and (ii) Methods of Teaching.
   (b) Second Year: (i) Child Study and (ii) Methods of Teaching.
   (c) Third Year: (i) Child Study and Psychology, (ii) Theory of Education, (iii) History of Education and School Organization, and (iv) Methods of Teaching.
3. Other Subjects (some as options): Domestic Science for Women (3 years); Drawing (3 years); English (3 years); General Science (3 years); Handwork (3 years); Manual Training for Men (3 years); Mathematics (Pure and Practical Math in first 2 years, Book-keeping in third year); Music (3 years); Physical Education (3 years); Practical Agriculture (3 years); Religious Knowledge (first 2 years); Social Studies (History and Geography in first 2 years, Civics and Commerce and Economics in third year).
4. Admissions: The basic admission requirement was the Third Jamaica Local Examinations, and students with G.C.E. ordinary-level passes could enter directly into the second year.

   Untrained teachers could take the examinations independently, based on their in-service training and the tutoring of their head teachers. They were regarded at each examination stage as having qualifications equivalent to those of the full-time students at the colleges.

The certificate for completion of the three-year program is considered equivalent to the current certificate for the two-year programs for purposes of admission and placement in a university in the United States. External passes on the examinations are considered equivalent to passes by fulltime students. Passes in the first-year examinations may be considered comparable to a high school diploma in the United States.

---

23. Schedule B, Training Colleges Syllabus, Ministry of Education, in use until 1959; provided by Shortwood Teachers' College.

Other Three-Year Programs

Other territories have in the past had three-year programs of teacher training that were similar to Jamaica's. They should be evaluated in the same way as Jamaica's.

Jamaica: The Current Program

The two-year program in the Jamaican teacher training colleges differs from those of the other territories in two principal ways: first, the admissions requirements permit enrollment of students with less than G.C.E. ordinary-level qualifications, and, second, a graduate of a college is not certified as a qualified teacher until he or she has completed a year's internship.

1. Alternative Admissions Requirements: (a) Cambridge School Certificate; (b) G.C.E. ordinary-level passes in four subjects, including English Language; (c) Jamaica School Certificate with passes in five subjects, including English and Mathematics; (d) Third Jamaica Local Examinations; (e) any other qualification accepted by the Joint Board of Teacher Education.

2. Internship: During the internship, the graduates of the two-year programs are supervised by members of the college staff, who make frequent visits to observe and counsel the interns. The college staff also conducts periodic seminars and workshops for the interns, gathering several from an area; each intern must attend up to two seminars a month. Students with special weaknesses (e.g., in the use of English) are required to attend Saturday classes to upgrade their abilities. Written reports may also be required of the interns.

   The internship has elements of practice teaching in it but is not in fact practice teaching (which was done during the fulltime studies at the college). The interns are serving teachers in the schools but are given special help and guidance from their college tutors.

The two-year program in Jamaica is considered equivalent to the two-year programs in other territories. No transfer credit should be given for the internship in addition to credit for the fulltime studies, though grades for the internship normally appear on the transcript.

Jamaica: Caledonia Junior College

Caledonia Junior College was set up in 1958 to provide emergency teacher training for untrained teachers entering the primary schools and for probationary recruits into the teaching service. Two short, intensive courses a year were given between 1958 and 1962.

1. Alternative Admissions Requirements: (a) Third Jamaica Local Examinations, or Jamaica School Certificate; (b) status as an ex-probationer in service; (c) Cambridge School Certificate; (d) four G.C.E. ordinary-level passes, including English Language; (e) graduation from a practical training center.

   The vast majority of the students entered with Third Jamaica Local qualifications, as is shown in Table 5.

2. Course Description:

   Required subjects—Methods of Teaching, Psychology of Education, Practice Teaching and Classroom Observation, English, Principles of Arithmetic, Visual Aids, Art, and Speech.

   Optional subjects—Physical Education or Needlework plus Environmental Studies or Religious Knowledge.

The students were examined in Teaching, Education (Methods and Child Study), English, Mathematics, Individual Study, and two optional subjects.

In 1965, the Ministry of Education set the course at 12 weeks and ran it three times a year, for 120 students each time (e.g., at Caenwood Junior Teachers' College, Kingston). The emergency training scheme was later discontinued.

Table 5

Qualifications of Students of Caledonia Junior College

Year	3rd Jam. Local	Jamaica Sch. Cert.	Practical T.C.	Cambridge S.C.	G.C.E.
1958-59	125	–	1	4	5
1959-60	75	–	1	2	–
1960-61	113	–	–	1	5
1961-62	101	4	3	–	7
Totals	414	4	5	7	17

Source: D. R. B. Grant, "The Work of Caledonia Junior College (Emergency Teacher Training Scheme), 1958-62," Ministry of Education.

Jamaica: Emergency Teacher Training at Moneague

A one-year emergency training scheme for serving untrained teachers was established at Moneague in St. Ann parish in 1956 and continued until 1962. During that time, 605 students were admitted and 589 were graduated as trained teachers.[24]

The students who entered the course had for the most part passed at least the first external teacher training college examinations and so entered with a basic grounding in education. Their studies at Moneague consisted of Theory of Education (principles, philosophy, and psychology), Organization and Methods of Teaching, Supervised Teaching Practice, English Language, and optional auxiliary subjects.

When the emergency training scheme at Moneague was discontinued, Moneague became a teacher training college offering the two-year fulltime program but specializing in taking mature and experienced serving teachers who were untrained.

Other Emergency Training Schemes

The scheme at Moneague became a model for all the Caribbean after its first full year of operation when its results were presented to the 1957 Regional Conference on Teacher Training. Similar schemes were soon in operation at Erdiston Teachers' College in Barbados, at Government Training College in Guyana, at the Government Training College in Belize, through the Ministry of Education in Trinidad, and in other territories. The scheme at Caledonia Junior College was a modification of the Moneague system.

24. The sources for this and the following section on emergency teacher training are "In-Service and Pre-Service Training for Teachers" (paper prepared by the U.W.I. Institute of Education for presentation at the 1964 conference on teacher training at St. Augustine, Trinidad), pp. 43-49; and Charles C. Hauch, *Educational Trends in the Caribbean: European Affiliated Areas* (U.S. Office of Education, 1960), pp. 51-55.

Jamaica: In-Service Teacher Education Thrust

The In-Service Teacher Education Thrust (I.S.T.E.T.) opened in 1973 as, in effect, a separate teacher training college. It is a four-year course leading to a certificate equal to the certificate awarded graduates of the teacher training colleges' two-year course.

I.S.T.E.T.'s mission is a large one: nothing less than to reduce the number of untrained teachers in the primary schools by more than half. In 1972, the year before I.S.T.E.T. began its work, there were 5,097 untrained teachers in the primary schools (about half the teaching corps); the projection for I.S.T.E.T. was to produce 2,700 trained teachers by 1979, which is nearly three times the output of all of the other teachers colleges each year.[25] In short, I.S.T.E.T. was to graduate approximately the same number of certified teachers in 1977, 1978, and 1979 as all of the other colleges combined. The combined annual budget for I.S.T.E.T. is about one-tenth the annual budget[26] for the colleges (however, I.S.T.E.T. uses the physical facilities of other institutions, and the tutors are experienced serving teachers in the colleges and elsewhere).

The organization of the course is similar to that of the Open University in Britain. Most of the training is through correspondence, and 40 percent of the final mark in each subject is based on written assignments and tests given under examination conditions. The balance of the mark is based on external examinations, under the authority of the Joint Board of Teacher Education.

The general outline of the I.S.T.E.T. courses is as follows:

First and Second Years (Each subject each year)	Third and Fourth Years (Each subject each year)
English	English
Mathematics	Social Studies
General Science	Religious Education
Education	Education
An Option	An Option

Optional subjects: Spanish (four-year course), Physical Education, Music, Art and Crafts (all two-year courses).

Graduates of the course have a year's internship afterward, as do graduates of the teacher training colleges.

All of the I.S.T.E.T. students are serving teachers. In addition to the correspondence work and appearance for examinations, they are supervised in the schools, attend three-day seminars monthly, and attend a three-week residential workshop during the summer.

Jamaica: Curriculum Development Thrust

The Curriculum Development Thrust (C.D.T.) is a program for developing a modern syllabus for grades 1 through 8. The C.D.T. has given many training workshops to prepare teachers to work with the new syllabus, including two-week courses and numerous one-day seminars.

The seminars and workshops are professional development studies rather than academic qualifications.

---

25. D. R. B. Grant, "Report on an Evaluation of the In-Service Teacher Education Thrust" (prepared for the Ministry of Education, 1976-77), pp. 11-12.

26. Ibid, p. 11.

Jamaica: Teachers of Agriculture

In 1974, the Jamaica School of Agriculture began a program to prepare teachers of agriculture for the secondary and all-age schools. The course lasts two years and two terms, following a one-month pre-semester orientation period. The admissions requirement is based on the General Certificate of Education ordinary level examination.

In addition to courses in Agricultural Science, alongside the School's regular agriculture diploma students, the students study Curriculum Development, Methods of Teaching, Principles of Education, and Visual Aids, followed by a term of Practice Teaching.

Jamaica: C.A.S.T. Technical Education Department

The College of Arts, Science, and Technology offers four three-year fulltime programs to prepare teachers in technical specialties in the secondary schools. The programs and their admissions requirements are as follows.

Business Education (Business Sudies)—Four G.C.E. O levels, English Language and Mathematics plus two others.

Business Education (Secretarial)—Four G.C.E. O levels, English Language plus three others.

Home Economics—Four G.C.E. O levels, English Language and Mathematics, plus Biology or Chemistry and one other subject.

Industrial Technology (with Construction, Electrical, and Mechanical options)—Four G.C.E. O levels, English Language and Mathematics, plus Chemistry, Physics, or a technical subject and one other subject.

The number of hours a week for studies in the four programs ranges from 28 to 31. There are three Education courses for a total of 16 hours a week, and there is a practice teaching block of five weeks during the final year. The studies in Education are comparable to those of the teacher training colleges, and the studies in the technical fields are ones offered in the other C.A.S.T. diploma courses.

Guyana: Pre-Service Training Programs

1. Cyril Potter Teacher Training College (formerly, Government Training College)
   Course—Two years fulltime leading to Trained Teacher's Certificate for primary school.

   Admissions—Alternatives are (a) four G.C.E. O levels, including English Language; (b) The Guyana End of Fourth Year Pupil Teachers' Examination Certificate; (c) The Cambridge School Certificate; (d) any equivalent or higher academic qualification.

   Required subjects—Art and Crafts, English Language, General Science, Health and Physical Education, Mathematics, Music, Principles of Co-operatives, Religious Education, Social Studies, and Theory and Practice of Education.

   Academic option—One of the following: English Literature, General Science, Geography, History, Mathematics, and Special Primary Methods.

   Practical or cultural option—One of the following: Agriculture, Art, Book-binding, Community Work, Crafts, Drama, Music, Needlecraft, and Physical Education.

2. Lilian Dewar Teacher Training College (formerly, College of Education for Secondary Teachers)

Course—Three years fulltime, leading to Trained Teacher's Certificate for secondary school.

Admissions—Alternatives are (a) Four G.C.E. O levels, including English Language; (b) Guyana End of Fourth Year Pupil Teachers' Examination Certificate; (c) Cambridge School Certificate; *or* (d) any equivalent or higher academic qualification. The minimum age is 17.

Required Subjects—Principles and Philosophy of Education, with reference to Guyana; Educational Psychology; and Art and Crafts, Dance, English, and Music.

Special Study—Science (major in Biology, Chemistry, or Physics) or Social Studies (Economics, Geography, or History) or two of the following: Art, English, Mathematics, Music, Spanish.

Guyana: In-Service Training

The In-Service Teacher Training Programme trained 1,769 persons between 1963, when it was founded, and 1974. Its current program is two years part-time, leading to the same qualification as the two-year fulltime course for pre-service teachers at the Cyril Potter Teacher Training College. For the first two years, the course was one year.

Admissions—Alternatives are (a) four G.C.E. O levels; (b) the End of Fourth Year Pupil Teachers' Examination Certificate; (c) the First, Second, or Third Class Teacher's Certificate. The minimum age is 24 years, and four years' teaching experience is required.

Required Subjects—Educational Theory with emphasis on philosophical, sociological, and psychological ideas; English Language and Literature; Social Studies (History and Geography); Physical Education; Co-operatives.

Optional Subjects—One of the following: Art, Economics, English, French, Geography, History, Music, or Spanish.

Guyana: Short In-Service Course

In 1966, the in-service program trained 607 persons (527 of whom were successful) in a special six-week fulltime course. The course was designed for two groups of serving teachers: (1) head teachers and other senior officers in schools who were untrained, and (2) untrained teachers with long experience who served in remote areas and whose educational qualifications were far below those required for admission to the regular in-service program.

The students selected for the intensive course had to be between the ages of 40 and 50 and to have had at least 10 years' teaching experience.

The course concentrated on teaching methods and materials and educational psychology.

Guyana: Specialty Teaching Programs

The Carnegie School of Home Economics has a three-year fulltime program leading to certification as a qualified teacher in home economics. The admissions requirement is the completion of secondary education.

The program is at a level comparable to the former three-year program of Jamaica and is thus equivalent to the current two-year fulltime programs in the Caribbean.

The Guyana School of Agriculture has a one-year fulltime program leading to a Teacher's Diploma in Agriculture. The admission requirement is a qualification as a practicing teacher, and the entering students may or may not have the academic qualifications of students currently entering the teacher training colleges. The program itself, however, is comparable to the college-level training in education offered elsewhere in the Caribbean, and it includes specialized studies in agriculture and methods of teaching agriculture.

Trinidad and Tobago: Two-Year Programs

The colleges follow a common program of the Ministry of Education and Culture, outlined in Curriculum Outline No. IV.[27] The admissions requirement for all colleges is five G.C.E. O levels, including English Language.

Since all students study specialty subjects, transfer credit in all programs, whether primary or secondary, should be considered as for graduates of two-year programs in secondary education elsewhere.

Trinidad and Tobago: Technical Education

The John S. Donaldson Technical Institute has planned a 1,000-hour program to train 50 teachers of technical crafts in the new comprehensive schools of Trinidad and Tobago. The course was planned to begin in the 1978-79 academic year, but certain provisions had not yet been decided by early 1978. It may be a one-year fulltime course or it may be an in-service course. It was expected to begin by accepting only serving teachers.

The basic admissions requirement was to be a craft certificate from John S. Donaldson or the equivalent.

The general outlines of the courses is as follows:

Section A (350 hours): (1) History and Philosophy of Technical and Vocational Education, with special reference to Trinidad and Tobago; (2) Psychology of Human Growth and Development, with special emphasis on adolescence; (3) Education and Psychology of Learning; (4) Analysis Techniques and Course Construction; (5) Methods of Teaching Occupational Skills; (6) Evaluation of Teaching and Learning; (7) demonstration lessons.

Section B (350 hours): (1) Communication Techniques and Speech; (2) Preparation and Use of Teaching Aids; (3) Shop and Laboratory Management; (4) Safety Education; (5) demonstration lessons and supervised teaching practice.

Section C (300 hours): (1) supplementary studies in Drawing, Electricity, English, Mathematics, and Science; (2) special methods of teaching related subjects; (3) Vocational Guidance and Counselling; (4) Educational Administration; (5) visits to schools and industrial firms; (6) supervised teaching practice.

Barbados and Other Eastern Caribbean Territories

The seven teacher training colleges of the Eastern Caribbean, including Erdiston Teachers' College of Barbados, are treated together because of their close cooperation with one another and with the University of the West Indies School of Education. Table 6 gives statistics on the colleges.

---

27. See earlier section of this chapter for curriculum outlines.

Table 6

Statistics on Teacher Training Colleges of the Eastern Caribbean

College	Enrollment	Staff Full-time	Staff Part-time	Staff/Student Ratio
Dominica	36	4	10	1:9
Erdiston	264	22	4	1:12
Grenada	83	5	8	1:16.6
L.I.T.T.C.	102	7	6	1:15.3
St. Kitts-Nevis	203	10	2	1:20.3
St. Lucia	116	13	7	1:8.9
St. Vincent	109	10	7	1:10.9

Source: R. M. Nicholson and D. C. Clarke, eds., "Report of the Conference on Teacher Education in the Eastern Caribbean," University of the West Indies School of Education, Grenada, April 7-10, 1975.

Admissions—All of the colleges require four O levels, including English Language, for admission to the two-year courses, with the following exceptions:

—Grenada Teachers' College requires either a one-year in-service course or a four-week summer preparatory course, in addition to the G.C.E.

—The Leeward Islands Teacher Training College has a one-year emergency scheme for which a recommendation of the Ministry of Education is the only requirement.

—St. Lucia Teachers' College accepts completion of the Probationary Assistant II in-service course in lieu of G.C.E.

—Dominica offers only a one-year course, for which is required a Final Teacher's Certificate or the U.W.I. in-service course along with 10 years' teaching experience.

Table 7 shows the qualifications of entering students for the 1974-75 academic year.

Table 7

Qualifications of Entering Students at the Seven Eastern Caribbean Teachers Colleges, 1974-75

	Normal Qualifications*	Better Qualifications*	Lower Qualifications*
Dominica	10	20	6
Erdiston	75	44	2
Grenada	13	20	–
L.I.T.T.C.†	28	–	57
St. Kitts-Nevis	20	4	–
St. Lucia	54	7	–
St. Vincent†	22	3	26

Source: R. M. Nicholson and D. C. Clarke, eds., "Report of the Conference on Teacher Education in the Eastern Caribbean," University of the West Indies School of Education, Grenada, April 7-10, 1975.

*The word qualifications refers to the basic admissions requirement.

†At L.I.T.T.C. and St. Vincent, the entering students with lower-than-normal qualifications all had four or more years of teaching experience and all had either three or four G.C.E. O levels; those with four or more did not have English Language among them.

Programs—The following paragraphs explain programs at the colleges that do not follow the normal two-year pattern.

ERDISTON TEACHERS' COLLEGE—Students in the post-primary stream take their optional subjects in the G.C.E. advanced-level classes at Barbados Community College.

The college was founded in 1948 and for the first six years offered only a one-year course, restricted to serving teachers. It then switched to a two-year course but, after several years, suspended it for two years and returned to a one-year course as an emergency training scheme. Since then, it has offered two-year courses as well as certain others.[28]

The courses it has offered since 1970 (when it established an Extension Division) are the following: (a) two-year course for primary schools; (b) two-year course for teachers in secondary comprehensive schools and all-age schools with secondary departments; (c) one-year preliminary course for young teachers (the Preliminary In-Service Course); (d) Induction Course of four weeks in July and August for prospective and inexperienced teachers (many of whom subsequently enter the two-year course); (e) one-year In-Service Teacher Training Programme for Non-Graduate Teachers in Approved Secondary Schools; (f) vacation courses in academic areas for practicing teachers in Agriculture, Art, Basketry, Book-binding, Cooperatives, Creative Crafts, Industrial Arts, Language Arts, Mathematics, Modern Languages, Music, Needlecraft, Pottery.

The two-year courses should be evaluated as are other two-year courses, with credit in the main subjects of the secondary-education (post-primary) stream. The one-year programs, past and present, are comparable to the Moneague Emergency Training Scheme.[29] The four-week induction courses may yield 2 semester credits in General Methods of Teaching and 2 in Principles and Psychology of Education. No credit is considered for the vacation courses.

ST. KITTS-NEVIS TEACHERS' COLLEGE—This training college serves St. Kitts, Nevis, and Anguilla. The college, which opened in 1969, organized its course over four years. The first two years are in-service training for practicing teachers, followed by two years of fulltime residence at the college. Despite the in-service organization, all of the students have met the academic admissions requirement.

ST. LUCIA TEACHERS' COLLEGE—This training college offers two courses in addition to the two-year program: (a) An in-service course for probationary assistants and pupil teachers serving as untrained teachers; (b) a one year post-college in-service course for graduates of the college, analogous to the internship in Jamaica.

The alternative admissions of Probationary Assistant II (P.A. II) level is the culmination of a four year in-service course. Students advance through four annual stages, the final one of which is the P.A. II level. Those with P.A. II are admitted to the college whether or not they meet the G.C.E. requirement.

LEEWARD ISLANDS TEACHER TRAINING COLLEGE—This training college in Antigua formerly served the other Leeward Islands and the British Virgin Islands.

Since 1971-72, it has offered a one-year fulltime emergency training scheme, comparable to the Moneague Emergency Training Scheme.[30] It is organized for three groups: infant teaching, lower junior teaching, and upper junior and senior teach-

28. See Chapter Nine, Barbados Community College, for a description of the in-service teacher training course in Technical Education.

29. See earlier in this section, Jamaica: Emergency Training at Moneague.

30. Ibid.

ing. The 25 hours a week of class time is distributed as follows: Art (2); Child Development (2); Classroom Management (1); English (4); Health Science (1); Mathematics (4); Methods of Teaching Language Arts (2); Music (2); Physical Education (2); Science (2); Social Studies (3); and three weeks of Practice Teaching.

Additional optional subjects are Crafts, Home Economics, Industrial Arts, Technical Drawing, and Typing, all taught in cooperation with the new technical college near L.I.T.T.C.

The course is followed by a year's probationary status in the schools.

DOMINICA TEACHERS' COLLEGE—The only course now offered is one-year fulltime for practicing teachers, comparable to the Moneague Emergency Training Scheme.[31]

Belize: Training Programs

British Honduras set up two teacher training colleges in 1954: Government Training College and St. John's Training College. Both offer two-year courses, followed by a year's internship. The first three months of the internship are spent in an agriculture or home economics course; during the rest of the internship, students are observed by the head teacher and the District Education Officer, who make reports to the colleges and to the Ministry.[32] The colleges have also offered one-year emergency courses on the Moneague model.[33]

In 1963, the government set up the Intermediate Training Centre on the site of the Government Training College and of the Technical College. The program, based on the Caledonia model,[34] gave two 20-week courses a year for a total of 80 students, the great majority of whom were serving teachers. The subjects of the course were the following: Child Psychology, English, Geography, General Methods of Teaching, History, Mathematics, Practice Teaching, Science.

Internal examinations were given at the end of the course, and all teachers were also required to take the Ministry's examinations.

Bahamas: College of the Bahamas

The College of the Bahamas opened in 1974, merging the former Bahamas Teachers' College, San Salvador Teachers' College, and C. R. Walker Technical College. Before 1976, the programs followed the same two-year pattern common elsewhere in the Caribbean.

Since 1976, each student must complete a two-year associate-degree program at the College and earn an Associate in Arts or Associate in Science degree. The two-year degree program is followed by a year's professional study of Education, including Practice Teaching.

Credit for the associate-degree programs is recommended in the information on the College of the Bahamas in Chapter Nine. Additional credit for the professional courses should follow the recommendations for the Education component of the two-year college programs (see Chapter Twelve, Placement Recommendations).

There are also students at the College studying for the Bachelor of Education awarded by the University of Miami and the B.Ed. awarded by the University of the West Indies. These are university qualifications and not the College's, and the transcripts are issued by the Universities.

---

31. Ibid.
32. Elsa H. Walters, *Teacher Training Colleges in the West Indies*, pp. 111-112, 128-129.
33. See earlier in this section, Jamaica: Emergency Training at Moneague.
34. See earlier in this section, Jamaica: Caledonia Junior College.

Seventh Day Adventist Colleges

There are two secondary/postsecondary institutions sponsored by the Seventh Day Adventists in the Commonwealth Caribbean: Caribbean Union College in Trinidad and West Indies College in Jamaica. Both offer two-year teaching programs that are approved and accredited by their respective Ministries of Education.

Each program should be evaluated as are other programs in Jamaica and Trinidad and Tobago. Information on other programs at these colleges is given in the separate articles, alphabetically listed, in Chapter Nine.

Chapter Eight

The Universities

The University of the West Indies

The University of the West Indies is an independent, regional university that serves 14 territories of the Commonwealth Caribbean. It has campuses in three countries: Mona, Jamaica; St. Augustine, Trinidad; and Cave Hill, Barbados. In addition, some students of the College of the Bahamas work toward degrees awarded by the University, and there are University outreach programs in all 14 territories through the Department of Extra-Mural Studies. The addresses of the three campuses are the following:

Campus in Jamaica:
Mona, Kingston 7
Jamaica

Campus in Barbados:
P.O. Box 64
Bridgetown
Barbados

Campus in Trinidad and Tobago:
St. Augustine
Trinidad

All three campuses are located just outside or in the suburbs of the countries' capital cities: Kingston in Jamaica; Port of Spain in Trinidad and Tobago; and Bridgetown in Barbados.

Governance

The University is governed by a Council and a Senate and administered by the Vice-Chancellor, the Pro Vice Chancellors, the Deans of the Faculties, and the Heads of Departments.

The Council, which meets at least once a year, functions as a board of directors. Its membership is made up of the following: The Chancellor, Vice-Chancellor, and Pro Vice Chancellors; not more than seven members appointed by the Cancellor; one representative appointed by the government of each of the 14 contributing territories (usually the Minister of Education); the Deans of the eight faculties; nine members appointed by the Senate; four members appointed by the Guild of Graduates; and a representative of the Guild of Undergraduates from each of the three campuses. The Registrar is secretary of the Council.

The Senate is responsible for the academic direction of the University. Its large membership includes the Vice-Chancellor (the Chairman), the Pro Vice Chancellors, members of the academic staff, and one representative of the Guild of Undergraduates from each campus. The Registrar is secretary of the Senate, as well as the Council.

The Senate is required statutorily to meet once per year. Its functions are in general performed by a smaller body, the University Academic Committee, which meets every two or three months.

The Vice-Chancellor is the Head of the University (as is usual in Commonwealth Universities, the Chancellor being largely a ceremonial leader). The current Vice-Chancellor is resident at Mona, where he is also Principal of the campus. There are five Pro Vice Chancellors, one resident and Principal at St. Augustine and another resident and Principal at Cave Hill.

Development of the University[1]

The University had its origins in a decision of the British Government during World War II to set up universities in overseas colonial possessions. The Asquith Commission was appointed in 1943 by the Secretary of State for the Colonies to inquire into the means of extending British higher education to the colonies. A sub-unit of the Commission, chaired by Sir James Irvine, Vice-Chancellor of St. Andrews University in Scotland, recommended in 1944 that a University College, affiliated with the University of London, be established in the West Indies. The Irvine Committee selected Jamaica as the site for the institution and the University College of the West Indies opened in 1948 at Mona at about the same time as similar University Colleges in East Africa and West Africa.

Before 1948, higher education was confined to Codrington College in Barbados and the Imperial College of Tropical Agriculture[2] in Trinidad. Codrington College had been a theological college dating back to the 18th century, and from 1875 was affiliated with the University of Durham in Britain, which awarded its degrees in Theology and Classics to Codrington students. After the establishment of the University College, Codrington College abandoned first its degree programs and then its teaching programs. Later, it returned to its status as a theological college and today is affiliated with the University of the West Indies. The Imperial College of Tropical Agriculture conducted undergraduate diploma courses to a degree-equivalent standard, as well as postgraduate diploma courses. In 1960, it was absorbed into the University College of the West Indies as its Faculty of Agriculture.

The University College was affiliated with the University of London. The external Degree system which London operated had provided many colleges in England with the opportunity to prepare students to degree level and many of these colleges had now become universities. Many of today's universities in Britain and elsewhere in the Commonwealth had started as university colleges for which London granted degrees. Before 1948 (and even today) many West Indians earned external degrees from London. As it did

1. The sources for this section are: Charles C. Hauch, *Educational Trends in the Caribbean: European Affiliated Areas* (U.S. Office of Education, 1960), pp. 80-87; *This is Your University*, vol. 1 (U.W.I. Public Relations Office, November 1976); and Margaret L. King, *Education in the British West Indies* (U.S. Office of Education, 1955), pp. 13-16.

2. These colleges are described in Chapter Nine.

for other university colleges, London approved the syllabuses and examiners, and it awarded the final degrees for the new University College of the West Indies.

The University College enrolled its first students in 1948, 33 of whom were in premedical studies. The degree program in Natural Sciences was introduced in 1949, and the program in Arts in 1950. The Diploma in Education was first offered in 1952. In 1960, the Imperial College of Tropical Agriculture was incorporated into the University as the Faculty of Agriculture, located at St. Augustine. A year later, the Faculty of Engineering was introduced, also at St. Augustine. The new campus at Cave Hill was opened in 1963, and arts and science courses were introduced that year at Cave Hill and St. Augustine.

In 1963, the University College became independent of the University of London and received a royal charter as the University of the West Indies; the expansion in 1963 allowed the University to double its enrollment between the end of the 1962 academic year and the fall of 1964 (from 1,268 to 2,523). Table 8 shows the growth of enrollment between 1948 and 1975.

Finance

The operating costs of the university are covered from three main sources: grants from the contributing territories, research and other grants, and tuition and other fees charged to students. By far the most important of these are the government grants. The 14 contributing territories are the following: Antigua, Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent, and Trinidad and Tobago.

Guyana was a full contributor to the University up to 1962, when it decided to set up its own university. However, it still sends students for particular courses, especially Medicine, Engineering, Agriculture, and Law. It contributes financially according to the number of students.

Faculties and Departments

There are eight faculties, plus the Department of Extra-Mural Studies, which could well become a faculty in the future and in some respects operates as such. There are several departments in most faculties, and often the departments are duplicated from one campus to another (some faculties operate on two or three campuses). The faculties and departments are as follows:

1. Faculty of Agriculture (St. Augustine).
   Departments: Agricultural Economics and Farm Management, Agricultural Extension, Biological Sciences, Crop Science, Livestock Science, Soil Science.
2. Faculty of Arts and General Studies (all three campuses).[3]
   Departments at Cave Hill: English Literature, French and Spanish, History, Use of English and Linguistics.

3. Students enrolled in this faculty are allowed to take subjects in other faculties. Many take courses in the Faculty of Social Sciences and Mathematics and Geography courses in the Faculty of Natural Sciences.

Table 8

Enrollment at the University of the West Indies, 1948-76

Session Ending	Men	Women	Total*	St. Augustine	Cave Hill
1949	23	10	33	–	–
1950	54	16	70	–	–
1951	108	37	145	–	–
1952	152	53	205	–	–
1953	175	79	254	–	–
1954	212	90	302	–	–
1955	275	109	384	–	–
1956	299	145	444	–	–
1957	325	169	494	–	–
1958	354	201	555	–	–
1959	391	231	622	–	–
1960	446	249	695	–	–
1961	657	320	977	67	–
1962	852	416	1,268	96	–
1963	954	468	1,422	146	–
1964	1,465	722	2,187	583	118
1965	1,661	862	2,523	780	185
1966	1,966	1,072	3,038	910	226
1967	2,047	1,212	3,259	964	222
1968	2,330	1,284	3,614	1,087	293
1969	2,657	1,559	4,216	1,267	385
1970	2,914	1,713	4,627	1,511	429
1971	3,102	1,914	5,016	1,671	459
1972	3,482	2,296	5,778	1,862	615
1973	3,739	2,587	6,326	1,967	843
1974	3,926	2,734	6,660	2,114	938
1975	3,871	3,057	6,928	2,202	991
1976	3,994	3,263	7,257	2,229	1,065
1977	4,052	3,489	7,541	2,310	1,140

Source: "Statistics," extracted from departmental reports, University of the West Indies, 1976-77.

*Includes enrollment at Mona and the other two campuses.

Departments at Mona: Classics, English, French, History, Library Studies, Mass Communications, Linguistics and Use of English, Spanish.

Departments at St. Augustine: African and Asian Studies, English, French and Spanish Literature, History, Language and Linguistics.

3. School of Education (all three campuses).
4. Faculty of Engineering (St. Augustine).

   Departments: Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering.
5. Faculty of Law (Cave Hill), with first year done at all three campuses.

6. Faculty of Medicine (Mona), with the final two years (clinical work) done at the other two campuses.

   Departments: Anaesthetics and Intensive Care, Biochemistry, Medicine, Microbiology, Obstetrics and Gynaecology, Paediatrics, Pathology, Pharmacology, Physiology, Radiology, Social and Preventive Medicine (with Family Planning/Epidemiology Unit and Advanced Nursing Education), Surgery including several subspecialties, Tropical Metabolism Research Unit.

7. Faculty of Natural Sciences (all three campuses).[4]

   Departments at Cave Hill: Biology, Chemistry, Mathematics, Physics.

   Departments at Mona: Chemistry (Biochemistry in the Faculty of Medicine), Geography, Mathematics (including computer science), Physics, Zoology.

   Departments at St. Augustine: Chemistry, Mathematics, Physics, Zoology (Botany in the Department of Biological Sciences in the Faculty of Agriculture).

8. Faculty of Social Sciences (all three campuses).

   Departments at Cave Hill: Economics, Government, Sociology.

   Departments at Mona: Economics, Government, Management Studies (including Accounting), Sociology.

   Departments at St. Augustine: Same as at Mona.

   The Institute of Social and Economic Research also has branches on all three campuses but is not a teaching department.

9. Department of Extra-Mural Studies

   Divisions: (Resident Tutors in each territory, two in Jamaica): Creative Arts Centre, Radio Education Unit, Regional Pre-School Child Development Centre, Social Welfare Training Centre, Trade Union Education Institute. (See the last section of this chapter for further discussion of extra-mural studies.)

Admissions

The University has two levels of admission for beginning students to pursue courses leading to first degrees. The first, called "normal matriculation," admits students into the three-year degree courses. The second, "lower level matriculation," admits students to a course that lasts four years to the degree. In some cases, this involves admission to a Preliminary Year (Faculties of Agriculture and Natural Sciences) before admission to the three-year degree; students may also be granted admission to the part-time courses at this matriculation level. The first year of the four-year scheme in Natural Science is also designated "N1," and is comparable to the freshman year at a university in the United States. It is also possible to be given what amounts to advanced-standing credit for certain diplomas in Engineering and Agriculture.

Requirements for Normal Matriculation [5]

- *Either* passes in five G.C.E. subjects (two of them at advanced level); *or* passes in four G.C.E. subjects (three of them at A level); *or* passes in equivalent examinations.

4. Students enrolled in Natural Sciences may take courses from other faculties.

5. Matriculation requirements in effect for the 1976-77 academic year, according to the U.W.I. *Calendar* for that year.

- Certificates or diplomas from agricultural, teacher training, commercial, or technical institutions of higher education that have been recognized by the Senate for this purpose. Special arrangements, including advanced standing, have been made for holders of diplomas from the following colleges: College of Arts, Science, and Technology; Jamaica School of Agriculture; Eastern Caribbean Institute of Agriculture and Forestry; and John S. Donaldson Technical Institute.
- Class II Certificate in Meteorology of the Caribbean Meteorological Institute.
- Holders of U.W.I. diplomas or certificates.
- Associate of the Library Association diploma.
- Graduation from an approved teacher training college as follows:
  —graduation from the former three-year program;
  —graduation from a two-year program along with a School Certificate or the equivalent (see below under equivalences);
  —completion of a one-year course *and* a School Certificate or the equivalent *and* an Associate of the College of Preceptors Diploma.
- Applicants over the age of 30 who satisfy the appropriate faculty on their preparation for a degree course through academic and professional attainments, tests, and interviews.

Lower-Level Matriculation

(Leading to the Preliminary or N1 examination or part-time courses)

- School Certificate plus a Higher School Certificate.
- Five G.C.E. ordinary-level passes (not necessarily passed at one sitting) including English Language, Mathematics, and one of the following: a foreign language, a science, or Additional Mathematics.
- Five G.C.E. ordinary level passes at one sitting including English Language and Mathematics.

Equivalence of Examinations

For the purpose of meeting the requirements either for normal or lower-level matriculation, the following examinations are recognized as substitutes for G.C.E. or School Certificates:[6]

- Equivalent to G.C.E. ordinary level: credit or better in a School Certificate Examination *or* a pass at subsidiary level in a Higher School Certificate Examination.
- Equivalent to G.C.E. ordinary level in English Language: grade of C+ or better in English examination at a teacher training college.
- Equivalent to G.C.E. ordinary level in English Language: pass in English in an official examination of the College of Arts, Science, and Technology.
- Equivalent to a School Certificate: four G.C.E. ordinary-level passes, including English Language.
- Equivalent to G.C.E. advanced level: a pass in a subject paper of the First Year Examination of the Faculty of Arts and General Studies at U.W.I.; a subject pass in an N1 examination at U.W.I.

---

6. The fact that a qualification has been accepted as a substitute does not mean that the levels are equivalent even though so designated; e.g., the teacher training college English program is beyond G.C.E. O level in standard.

- Equivalent to G.C.E. advanced level in Mathematics and Physics: Class II Certificate of the Caribbean Meteorological Institute; pass in Year 2 of the Diplomas in Electrical or Mechanical Engineering at C.A.S.T.
- Equivalents for passes in the third-year Electrical and Mechanical Engineering examinations of the Union of Lancashire and Cheshire Institutes at the College of Arts, Science, and Technology:
  —pass in Mathematics: equivalent to A level in Pure Mathematics;
  —pass with distinction in Applied Mechanics and Applied Heat: equivalent to A level in Applied Mathematics;
  —pass with credit in Applied Mechanics and Applied Heat: equivalent to A level in Applied Mathematics;
  —pass in Applied Mechanics and Applied Heat plus a pass with 50 percent or better in Mathematics: equivalent to A level in Applied Mathematics.

In addition to the matriculation requirements, each faculty or department may prescribe passes in certain subjects that a student must have before admission as a student of the faculty or department. Thus, for example, the Faculty of Engineering prescribes A-level passes in Mathematics and Physics and sometimes Chemistry; the Faculty of Agriculture requires A-level passes in Chemistry and Biology; and the Faculty of Natural Sciences requires O-level Mathematics.

First Degrees

The first degrees at U.W.I. are the Bachelor of Arts, the Bachelor of Laws, the Bachelor of Science, the Bachelor of Education (B.Ed.) and the joint Bachelor of Medicine/Bachelor of Surgery (M.B./B.S.). Except for the B.Ed.[7] and the M.B./B.S., the normal course is three years full-time to a first degree. However, students entering with lower-level matriculation qualifications study for four years fulltime to a degree, and part-time students enrolled in evening classes take about five years of continuous study to earn degrees.

First degrees with special notations are the following: B.A. (Theology), B.Sc. (Agriculture), B.Sc. (Eng.) for Engineering, B.Sc. (Tech.) for Technology. Following the London pattern, Arts degrees used to be designated Honours and General, but this has been abandoned. The award of Honours is now possible in all degrees. In Science, however, a Special or General degree is still awarded. A Special degree is also awarded in the pre-clinical subjects in Medicine.

The medical degree is a first degree at U.W.I., as it is elsewhere in the Commonwealth, and is based on a five-year course, from entry based on specified A levels. Some students first complete the Preliminary or N1 course and thus take six years. The award is a conjoint one with two degrees: Bachelor of Medicine and Bachelor of Surgery (M.B./B.S.).

Degrees are generally classified as follows:

First Class Honours
Second Class Honours, Upper Division
Second Class Honours, Lower Division
Pass

7. See Chapter Seven.

The degree in medicine (M.B./B.S.) and the B.Ed. have three possible classifications: Honours, Distinction, and Pass.

Higher Degrees

Most master's degrees, other than in the Faculty of Medicine, are based on two-year fulltime programs that include a year of coursework and a year for research including a dissertation. (A student may be exempted from the coursework on the basis of previous work). Some are based on one year's fulltime coursework and examination without a thesis. After 1977, the master's degree by research and dissertation is distinguished from the ones requiring coursework by the name of M.Phil. (Master of Philosophy). An outstanding master's degree dissertation, or outstanding program toward one, may qualify a student to transfer into the doctoral program and to develop the research into a doctoral dissertation. Details of the master's degree programs are given in the sections on individual faculties.

The Doctor of Philosophy degree is offered in all faculties. It is a research degree based on at least three years of fulltime research following a bachelor's degree (or two following a master's). The dissertation is followed by an oral examination, and the examiners (who must include examiners from outside the University) may require an additional written examination or practical work.

The Ph.D. degrees are not discussed in the sections on individual faculties.

Academic Programs

Faculty of Agriculture

1. B.Sc., Old Structure (before 1975-76 admissions)

   Structure—The three years were called Parts I, II, and III. Each year was made up of year-long courses to which weights (units) were assigned. Admission was based on the normal matriculation requirements (including G.C.E. O levels in Chemistry and Biology).

   Examinations—Final exams followed each of the parts; examinations were last given under the old structure in 1976.

   Exemptions—Exemption from Part I could be granted for certain diplomas of the Jamaica School of Agriculture, the Eastern Caribbean Institute of Agriculture and Forestry, and the Guyana School of Agriculture.

2. B.Sc., New Structure

   Structure—Three years (Parts I, II, and III) for students with normal matriculation requirements, including G.C.E. A levels in Chemistry and Biology. Students satisfying the lower-level matriculation requirements (i.e., five O levels) may enter a pre-agriculture year to prepare for admission to the three-year degree program.

   Each of the three years is divided into 27 course units, which are normally covered at the rate of 9 per term. Each unit represents three hours a week of assigned coursework per term. All courses are of 1 or 2 units. All units are prescribed except for Part III, when a student may take 8 units of electives.

Examinations—Each examination for an N1 subject includes two three-hour papers, with practical (i.e., laboratory) examinations also set for Chemistry, Biology, and Physics. The individual courses in Parts I, II, and III are examined separately, one-hour exams for 1-unit courses and two-hour exams for 2-unit courses.

Exemptions—Holders of diplomas from the Jamaica School of Agriculture, The Guyana School of Agriculture, or the Eastern Caribbean Institute of Agriculture and Forestry may be exempted from the pre-agriculture year and, following examination, enter directly into the Part I program. Holders of the Associateship in Science of the Jamaica School of Agriculture or the Higher Diploma of the Guyana School of Agriculture or the equivalent are exempt from Part I and enter directly into the Part II program.

3. Master of Science

Admissions—A bachelor's degree or the equivalent, including the diploma of the Imperial College of Tropical Agriculture.

Structure—Two years fulltime; by coursework, examination, and thesis. Three full courses are required. Degrees are offered in Agriculture, with several specialty options, and in Biometry.

4. Diploma in Tropical Agriculture

Admissions—A bachelor's degree or the equivalent.

Structure—One year fulltime; by coursework and examination. The diploma program has been suspended for several years pending a review of postgraduate programs in the Faculty of Agriculture.

Faculty of Arts and General Studies

1. Bachelor of Arts

Structure—The program is three years, and each student must pass 14 courses (designated by years), as follows: four or five first-year courses, four to six second-year courses, and four or five third-year courses. Part-time students may pursue a degree, provided that they complete all requirements within nine years.

Examinations—The courses are examined individually.

2. Master of Arts

Admissions—A bachelor's degree or the equivalent.

Structure—Two years fulltime; by coursework, research and dissertation (followed by oral examination).

3. Postgraduate Diploma in Library Studies

Admissions—A bachelor's degree or the equivalent.

Structure—One year fulltime. Each student must take three compulsory courses plus three optional ones and, before the diploma is awarded, complete three months' supervised work in a library (work requirement waived for experienced librarians).

Examinations—The courses are examined individually.

4. Diploma in Mass Communication

Admissions—A bachelor's degree or the equivalent or at least three years' experience in mass communication with an appropriate educational qualification.

Structure—One year fulltime. Each student must complete the six required courses and is expected to complete a period of supervised work during the summer vacation.

Examinations—The courses are examined individually.

5. Licentiate in Theology (L.Th.)[8]

Admissions—U.W.I. lower-level matriculation qualifications.

Structure—Three years fulltime. In the first year, students must take three courses in the L.Th. program; in the second and third year, students must take six courses from those in the B.A. (Theology) program.

Examinations—The courses are examined individually.

6. B.A. (Theology)[8]

Admissions—Normal matriculation qualifications or, for those who entered the L.Th. program with lower-level matriculation qualifications, completion of the first year of the L.Th. program.

Structure—Three years. Students must pass 14 courses, as for the regular Bachelor of Arts degree.

Examinations—Each course is examined individually.

Exemptions—Holders of the L.Th. may be exempted from four of the six courses taken in the second and third years of the L.Th. program, and must take 10 more courses to qualify for the degree.

School of Education

Information on the programs of the School of Education is given in Chapter Seven.

Faculty of Engineering

1. Bachelor of Science (Eng.)

Structure—Three years, divided into Parts I, II, and III. All courses are prescribed for the first two years, and there are limited options in the third. All first-year students take the same courses, but in the second year they move into the specializations of Agricultural, Chemical, Civil, Electrical, Industrial, Mechanical, or Petroleum Engineering. The course includes class work, laboratories, field work, and drawing.

Examinations—Students are assessed separately in each subject, by examination, classroom evaluation, written papers, projects, or combinations of these.

Exemptions—Course-for-course exemptions in Part I and Part II are available to students with previous training in engineering provided that the exemptions total no more than one year's credit. Holders of the Diploma of the College of Arts, Science, and Technology (Jamaica) or the Higher Technical Diploma of the University of Guyana may enter directly into studies for Part II.

2. Bachelor of Science (Tech.)

Structure—Three years, divided into Parts I, II, and III. Part I is identical to that for Engineering students, Part II identical to that for Chemical Engineering students, and Part III is devoted to Sugar Technology.

Examinations—The B.Sc. (Tech.) is not awarded with Honours classifications.

Exemptions—Same as for Engineering. Holders of the B.Sc. (Eng.) of less than five years' standing may enter directly into the Part III coursework.

3. Diploma in Food Technology

Admissions—Bachelor's degree or the equivalent in Agriculture, Chemical En-

---

8. For students enrolled in the affiliated theological colleges: United Theological College of the West Indies and St. Michael's Seminary (Jamaica); Codrington College (Barbados); and St. John Vianney College (Trinidad).

gineering, Chemistry or Applied Chemistry, Nutrition, or Home Economics with a major in Nutrition or Food Technology.

Structure—At least one year fulltime. Students must take three full courses from eight options (Agricultural Engineering, Chemistry of Industrial Processes, Elements of Food Technology, Food Microbiology, Food Quality Control, Industrial Chemistry, Literature Survey, Management and Industrial Administration) and submit a report on a research project carried out under the supervision of a member of the Faculty of Engineering.

Examinations—Three three-hour examinations, an oral presentation on selected topics, and a project report.

4. M.Sc. in Food Technology

Admissions—Diploma in Food Technology (U.W.I.) or bachelor's degree in Food Technology.

Structure—Research degree.

Examination—By dissertation and oral examination.

5. Master of Science (Power Systems)

Admissions—Bachelor's degree in Engineering or the equivalent.

Structure—One and a half years fulltime. 14 credits, including 10 prescribed, of coursework; each credit equals one hour of lecture or seminar for an academic year. Each student is also required to submit a project report or dissertation.

Examinations—Written examination at the end of the academic year.

6. Master of Science (Chemical Engineering)

Admissions—Bachelor's degree in Chemical Engineering.

Structure—Two years fulltime. 14 credits, including nine prescribed. Dissertation required, normally within eight months of completing the coursework.

Examinations—Written examination at the end of the academic year before work begins on the dissertation.

7. Other M.Sc. Programs

Other master's degree programs have been introduced in Production Engineering, Petroleum Engineering, and Construction Engineering with structures similar to Nos. 5 and 6.

Faculty of Law

1. Bachelor of Laws (LL.B.)

Structure—Three years fulltime, divided into Parts I, II, and III. Students may complete Part I at Cave Hill, Mona, St. Augustine, or the University of Guyana. Parts II and III are offered at Cave Hill only.

Examinations—Examinations are given in each course at the end of each academic year.

Exemptions—Graduates of U.W.I. or the University of Guyana, holders of diplomas from the universities, and undergraduates from other faculties may be given exemptions in certain Part I subjects that have previously been studied, up to a total of one year's course exemptions.

2. Master of Laws (LL.M.)

Admissions—LL.B. or other appropriate bachelor's degree.

Structure—One year fulltime or the equivalent in research.

Examinations—By dissertation and appropriate examination.

Faculty of Medicine

1. Conjoint Degree of M.B./B.S.

   Admissions—Candidates must satisfy the University's general requirements for matriculation and have G.C.E. A levels in Physics, Chemistry, and Biology (Zoology), or approved substitutes; students who have entered the University without the specific A-level qualifications may substitute the N1 examinations in Physics, Chemistry, Biology, and Mathematics as needed.

   Structure—The program is organized in two overlapping stages. In general, Stage I (2½ years) covers pre-clinical studies, and Stage II (three years), clinical work, but the two periods overlap at the end of Stage I. The first year of Stage II is spent at the University Hospital of the West Indies at Mona; in the second and third years, some students remain at Mona, others go to Queen Elizabeth Hospital, Barbados, and others to the Port of Spain General Hospital, Trinidad, where University staff are provided for the teaching.

2. Bachelor of Science (inter-related special degree)

   Admissions—Completion of Part I of the M.B./B.S. program with Honours in a subject.

   Structure—One year fulltime and submission of a thesis or project report. Students may take a degree in Anatomy, Physiology, or Biochemistry before proceeding to the clinical work in medicine.

   Examinations—In Anatomy, two three-hour papers, a practical test, an oral exam, and a thesis. In Physiology, three written papers, an oral exam, and a project report. Similar structure for Biochemistry.

3. Certificate in Nursing Education

   Admissions—Registration as a qualified nurse, at least three years of nursing experience, and an entrance examination. Those with university matriculation qualifications are preferred; people over the age of 30 are considered on the basis of their overall academic and professional attainments.

   Structure—One year fulltime plus a summer session. The courses are Elements of Social Structure, Field Study (practice teaching and a project), Perspectives in Nursing, Principles and Philosophy of Education, Psychology, and Use of English.

   Examinations—Finals in five subjects.

4. Certificate in Nursing Administration

   Admissions—Same as for the Certificate in Nursing Education.

   Structure—One year fulltime, plus a summer session. The courses are Administration Techniques, Elements of Social Structure, Field Study (in administration and a project), Perspectives in Nursing, Psychology, and Use of English.

   Examinations—Finals in five subjects.

5. Diploma in Community Health

   (See Chapter Ten, Allied Health Professions.)

6. Specialist Degrees

   The Postgraduate degrees of the Faculty of Medicine are Doctor of Medicine (D.M.), Master of Surgery (M.S.), and Master of Obstetrics and Gynaecology (M.S., O. & G.).

   The programs are four years in length, are normally taken at the University Hospital of the West Indies, Mona (there are arrangements to do the study at other approved hospitals in the Caribbean), and are comparable to residency programs in the United States. The purpose is to produce qualified specialists and consultants.

7. Postgraduate Diplomas

Postgraduate diplomas are offered in several fields. They are based on a one-year course of study, comparable to a one-year residency in the United States. They are designed to produce junior specialists rather than specialists or consultants. The diplomas are offered in the following fields: Anaesthetics, Child Health, Community Health, Laboratory Medicine, Obstetrics & Gynaecology, Psychiatry, and Public Health.

Faculty of Natural Sciences

1. Bachelor of Science (General)

This information applies to students who entered the program in 1976-77 or later.

Admissions—Five G.C.E. O levels, including English Language and Mathematics plus either a science or Additional Mathematics, or normal matriculation but without the required A levels in Science (i.e., the student has two A levels but not the prescribed ones).

Structure—Four years fulltime. The program is divided into two parts, not including supporting subjects: an introductory part of two years and an advanced part of two years. The science courses are given three designations:

P Courses: Preliminary courses that approximate G.C.E. A-level standards, in the first year.

I Courses: Introductory courses, which are second-year courses.

A Courses: Advanced courses.

Each P and I course extends over an academic year but advanced (A) courses are expressed in fractions or multiples of units (e.g., ½-unit course, 1-unit course, 2-unit course) and may extend over a period shorter than a full year.

Each student must complete at least five courses in the first two years, no more than three a year, and at least two of the courses must be I courses. Eight units of A courses must be completed in the final two years, though one I course may be included as one unit of credit. Each student must also complete the three university courses: the equivalent of one unit a year from another faculty may be included. At least four of the units must be in one of the following major fields: Biology, Botany, Chemistry, Computing Science, Geography, Geology, Mathematics, Physics, and Zoology.

Examinations—Finals are given in individual subjects.

Exemptions—G.C.E. A levels in relevant subjects provide exemptions from P courses, up to one full year for entry into I courses. When a student completes courses outside the Faculty of Natural Sciences, the equivalents are counted as follows:

I Course: First year (not beginner's) course.

A Course (1 unit): Second- or third-year course.

2. Bachelor of Science (General)

The following information applies to students who entered the program before 1976-77.

Admissions—Same as for the current regulations.

Structure—Four years fulltime. Courses for each of the four years were designated as follows: N1 (first year), N2 (second year), N3 (third year), N4 (fourth year). After the first year, a student had to complete the university courses in Use of English, Development of Civilization, and History of the Caribbean and science courses, as follows: at least four at the N3 and N4 levels (at least one of them at N4) and four at the N2 level.

The current I' courses are equivalent to the former N1 courses, and the current I courses to the former N2 courses. The former N3 and N4 courses were equivalent to the current 2-unit A courses.

Examinations—Finals are given in individual subjects.

Exemptions—Students who met the normal university matriculation requirements were exempt from the first year (i.e., N1 courses), provided the G.C.E. A levels were in appropriate subjects.

3. Bachelor of Science (Special)

Outstanding students of the B.Sc. (General) course or those with outstanding entry qualifications may be allowed to study for and take the examinations for the B.Sc. (Special) degree, which represents a stronger standard of undergraduate academic preparation than does the general degree. According to the University, the courses in the final year of the B.Sc. (Special) are similar to master's degree courses.

4. Master of Science

Admissions—A bachelor's degree in an appropriate science or the equivalent.

Structure—The structure for various sciences is as follows: Botany—either research work and dissertation or a two-year course of one year's coursework and a dissertation; Geography—either a two-year program of research and dissertation or one year's coursework followed by dissertation; Mathematics—either research work and dissertation or two years of coursework and dissertation; Zoology—either research work and a dissertation or two years of coursework and dissertation.

Faculty of Social Sciences

1. Bachelor of Science (in the Social Sciences)

Structure—Three years fulltime, with the program in two parts: Part I (the first year) and Part II (the second and third). All students complete the five courses in Part I:

—Elements of Economics
—Introduction to Politics
—Introduction to Sociology
—two options: (a) Mathematics and Statistics or Basic Mathematics for Social Scientists or (b) Statistics and Scientific Method.
—two options: (a) Accounting I or (b) Foundations of New World History or History of the Caribbean.

Part II consists of nine courses (at least four in the second year and five in the third), from the following major fields: Accounting, Economics, Government,[9] International Relations, Management Studies,[10] Public Administration, Social Administration, Social Sciences, Sociology, and Sociology & Political Science.

Examinations—Each course is examined separately.

2. Diploma in International Relations

Admissions—A bachelor's degree or the equivalent: by examination to certain qualifying non-graduates.

Structure—One year fulltime of coursework.

Examinations—Written final.

---

9. Options: Comparative Politics, Political Theory, or Public Administration.
10. Options: Industrial Management, Agricultural Management, or Hotel Management.

3. Certificate in International Relations

   The program is the same as for the diploma program but a certificate is awarded to students who have not been granted graduate status by equivalence or by examination.

4. Diploma in Management Studies

   Admissions—(a) A bachelor's degree *or* (b) technical or professional qualifications of an approved standard *or* (c) practical experience of relevance to the course (e.g., five years' experience in executive or administrative work).

   Structure—One year fulltime or the equivalent in part-time studies. Students must complete the following courses: Caribbean Business Environment, Economic and Quantitative Aids to Decision-Making, Management Accounting and Financial Analysis, Marketing and Production Management, and Organizational Theory and Behavior. A case study is also required.

5. Certificate in Management Studies

   Admissions—Matriculation in the University *or* relevant professional experience *or* an entrance examination.

   Structure—One year fulltime or the equivalent in part-time studies. Students must take four courses: Introduction to Caribbean Business Economics, Organizational Theory and Behavior, and two options, either (a) two from Introduction to Management, Accounting and Finance, Marketing Management, and Economic and Quantitative Aids to Decision-Making *or* (b) one from (a) and one from Personnel Management and Industrial Relations, Elements of Commercial Law, and Introduction to Public Administration.

6. Diploma in Public Administration

   Admissions—A bachelor's degree or the equivalent; by examination for certain qualifying non-graduates.

   Structure—One year fulltime. Students must take courses in Administrative Theory and Technique, Public Administration, Public Institutions, and Public Sector Economics, plus two options selected from a list of 24 courses.

7. Certificate in Public Administration

   Admissions—Matriculation in the University or relevant professional experience or an entrance examination.

   Structure—One year fulltime or the equivalent in part-time studies.

8. Certificate in Social Work

   Admissions—The admissions requirements include degrees, normal matriculation qualifications and lower-level matriculation qualifications, and the selection is biased toward proof of commitment to social work through character reference, personal statements of goals, and interviews.

   Structure—Two years fulltime. The coursework is supplemented by visits to social agencies and institutions, 80 hours of work in agency in the first year, 260 hours of field work for the first year, and 480 hours of field work in the second. The courses are the following:

   First year: Elements of Economics, Field Work, Human Growth and Development, Introduction to Sociology, Principles of Social Work, Social Psychology and Public Health.

   Second year: Criminology or special seminars on Caribbean social problems, Development of Social Policy and Social Agency Administration, Field Work, Human Growth and Development (personality process and pathology), Methods of Social Research, Principles and Practice of Social Work.

Examinations—Formal written examinations are given as follows: First year, Economics, Public Health, Social Psychology, and Sociology; second year, Development of Social Policy and Social Agency Administration, Human Growth and Development, and Principles and Practice of Social Work. Other courses are assessed continuously.

9. Bachelor of Science (Social Work)

   Admissions—Certificate in Social Work of an acceptable level of performance.

   Structure—One year fulltime. Students must take five courses.

   Examinations—Each course is examined separately.

10. Master of Science or M.Phil.

    Admissions—Bachelor's degree or the equivalent.

    Structure—The program is kept as flexible as possible, with a combination of coursework and research.

    Examinations—The examinations may be written or oral or both. A dissertation may or may not be required. The M.Phil. is awarded if a thesis is required.

Courses and Credits

The University of the West Indies was formerly modeled on the traditional British university pattern bu. has gradually been changing to a credit system. Although there is less specialization than is common in Britain, there is still much more than in the United States. Studies comprise classroom lectures, tutorials, written assignments, and assigned reading.

Because of the incompatibility between the U.W.I. and common American systems, it is rarely possible to match transfer credit with the amount expected of a student making normal progress to a degree in the United States. The following are guides for the transfer of credit for students from bachelor's degree programs at U.W.I. into undergraduate programs in the United States:

1. Faculty of Agriculture—Approximately face value in American semester units for the U.W.I. annual course units in the three degree years (Parts I, II, and III).
2. Faculty of Arts and General Studies—8 semester credits for each course (4 for half courses).
3. School of Education—6 semester credits for each of the 10 courses in the two-year program.[11]
4. Faculty of Engineering—4 semester credits for each course (2 for each half course) in the last three years (Parts I, II, and III).
5. Faculty of Law—5 semester credits for each subject passed in the three years (Parts I, II, and III).
6. Faculty of Medicine—Credit should be prorated among the subjects at 32 to 36 semester credits a year.
7. Faculty of Natural Sciences—10 semester credits for each N1, N2, P, or I course; 16 for each N3 or N4 course; 8 for each unit of A courses (16 for two-unit courses).
8. Faculty of Social Sciences—8 semester credits for each course (4 for half courses) in the three years (Parts I and II).

11. See pp. 63-64.

9. University Courses—The following three courses are designated university courses and should be credited as follows, notwithstanding any guideline above: Use of English, 5 semester credits; Development of Civilization, 3 semester credits; History of the Caribbean, 3 semester credits.
10. Regardless of the faculty in which a student is enrolled, courses taken in the Faculty of Natural Sciences (with the designations N1, N2, etc.) should be credited as for the Faculty of Natural Sciences.
11. When a student takes courses from different faculties, each course should be credited according to the faculty in which it was taken, not the one in which the student was enrolled.
12. Half courses should be credited at half the number for full courses.

The guidelines above are neither perfectly matched with the system in the United States nor perfectly consistent with one another. However, if followed, they will result in transfer credit for qualifying students of 27 to 36 a year, depending on the combination of faculties and courses in which a student has been enrolled.

Applicants to American universities can normally obtain a copy of the U.W.I. *Calendar* as an aid in interpreting the content of individual courses, and it is helpful to require them to submit copies of it.

Transcripts and Grades

The University of the West Indies sends transcripts directly to institutions in the United States that require them. The scale of grades appears on the transcript, though transcripts from some years in the past may consist primarily of course description without grades. Transfer credit should be given for courses passed with a grade of C or better or otherwise passed without a grade notation. When subjects are listed on the older transcripts with no indication of course or credit, transfer credit may be determined by prorating credit across the subjects at he rate of 27 to 33 a year.

When a person has passed final examinations and been awarded a degree, the overall grade point average should be considered to be at least C in American terms, and grades on the transcript should not take precedence over the award and classification of the degree. The following is a table of grades for degree classifications:

A	First Class Honours
A−/B+	Second Class Honours, upper division
B	Second Class Honours, lower division
B−/C+	Third Class
C	Pass

Some degrees, diplomas, or certificates may be awarded with distinction or with Honours. In either case, the notation shows superior performance in the examinations.

Examinations

All students in a course take the same examinations. As in other Commonwealth universities, the award of grades is not in the hands of the teacher

alone, or even in the hands of a group of teachers alone. The examinations are monitored by external examiners drawn from universities and professional associations throughout the Commonwealth, especially Britain and Canada, and also from the United States.

Extra-Mural Studies

The Department of Extra-Mural Studies conducts outreach and continuing-education programs throughout the Caribbean area through Resident Tutors in the territories that support the University.

The programs are constantly changing as the Resident Tutors respond to particular needs and requests in the territories. Courses are taught by University staff or other qualified teachers. Most of the courses lead to recognized external examinations (e.g., G.C.E. ordinary and advanced level, professional associations' qualifications) and thus require no evaluation other than that for the external award. Others are short-term or long-term skills or personal-development courses that lead to course certificates. These may often be organized for specific governmental units or companies.

At present, the Department does not offer courses that give exemptions or transfer credit in other faculties of the University (except insofar as the external qualifications provide exemptions—e.g., G.C.E. advanced-level passes). However, it is possible that in the future the University will develop extra-mural studies that carry University degree or diploma credit.

Each course must be evaluated separately to determine whether it is of a standard comparable to college-level work in the United States. If it is determined that a course is comparable to one offered in a college in the United States, credit can be determined according to the number of class hours, period of time, and other requirements.

University of Guyana

The University of Guyana was established in 1963 "to provide a place of education, learning, and research of a standard required and expected of a university of the highest standard, and to secure the advancement of knowledge and the diffusion and extension of arts, sciences, and learning throughout Guyana."[12] It has been further stated that the purpose of the university is to "promote teaching and research relevant to the needs of a developing Guyana, of a standard of excellence which will win international acceptance."

In the beginning, the university was housed in the quarters of Queen's College (a secondary school) and of the Technical Institute in Georgetown and it offered classes between 5 p.m. and 10 p.m. It moved to its new campus in 1969 and began offering fulltime courses in the 1972-73 academic year.[13]

---

12. Legislature of British Guyana, *The University of Guyana Act, April, 1963*, Ordinance No. 6 (Chapter 39:02).

13. Ministry of Education and Social Development, *Nine-Year Report 1965-73* (Georgetown, February 1974).

Governance

The University of Guyana Act provided that the university be governed by a Board of Governors to include the Chancellor, Vice-Chancellor, no more than two members nominated by the Academic Board (comparable to a university senate at U.W.I. and elsewhere in the Commonwealth), no more than two members nominated by the Guild of Graduates, and others to be named by the Minister of Education. In 1977, there were 35 members of the Board of Governors, almost all of them nominated by the Minister. Included were representatives of the Inter-University Council, London; the Association of Universities and Colleges in Canada; and the American Council on Education. The Chancellor, according to the Act, is the head and chief officer of the University and President of the Board of Governors, but the administration of the university is the responsibility of the Vice-Chancellor, who is the Principal.

The primary source of finance for the university is grants from the Guyanese Government. Other income is from grants by foundations and corporations and from tuition and fees.

Development of the University

In the beginning, the University offered only general degree programs in the Faculties of Arts, Natural Sciences, and Social Sciences. The Faculty of Education was added in 1967 to offer a two-year in-service course for a Diploma in Education; it started a Bachelor of Education program in the 1977-78 academic year. The Division of Technical Studies was organized in 1969 and became the Faculty of Technology in 1972.

Despite the introduction of fulltime degree courses, the university has maintained its commitment to in-service training and educational opportunities to working adults. Its programs are available to part-time and evening students, and some programs are offered only on an in-service basis. The organization of the courses has been helpful in achieving the goal of part-time studies. From its founding, the University has been organized along lines close to the common structure in the United States, with separate courses and credits and a kind of broad-based educational experience more like the American than the highly specialized British model.

Table 9 shows the growth in enrollment to 1973. The statistics suggest a high dropout rate for the University, though precise figures on the attrition rate are unavailable because of the part-time status of most students and because, as in the United States, many students take a semester or two off and then return. A survey by the Ministry of Education[14] found that the attrition rate was approximately 25 percent and that most of the attrition occurred during the first two years of a degree course. The survey found the principal causes for voluntary withdrawal to be the following: (1) Inability to cope with the demands of courses because of poor qualifications; (2) general fatigue arising from the combination of fulltime employment with

14. Ibid., p. 163.

evening studies; (3) job transfer; (4) wrong choice of courses, partly the result of inadequate information; (5) lack of necessary discipline to sustain study over a long period.

Table 9

Enrollment and Awards, University of Guyana, 1965-75

	Enrollment	Degrees Awarded	Diplomas, Certs. Awarded
1964-65	268	–	–
1965-66	319	–	–
1966-67	484	31	–
1967-68	579	35	14
1968-69	711	70	43
1969-70	982	63	34
1970-71	1,112	91	69
1971-72	1,232	75	104
1972-73	1,441	108	100
1973-74	1,509	137	194
1974-75	1,752	187	203

SOURCE: Ministry of Education and Social Development, *A Digest of Education Statistics, 1974-75.*

Faculties and Departments

The five faculties and departments are the following:

Faculty of Arts—English, Geography, History, and Modern Languages.

Faculty of Education—Curriculum Development and Carnegie Research Unit, Teacher Education (Graduate Division), Teacher Education (Undergraduate Division).

Faculty of Natural Sciences—Biology, Chemistry, Health Sciences, Mathematics, Physics.

Faculty of Social Sciences—Economics, Institute of Development Studies, Management Studies, Political Science and Law, Sociology.

Faculty of Technology—Architecture and Building Technology, Civil Engineering, Electrical Engineering, Engineering Management Division, Engineering Mathematics Division, Mechanical Engineering.

Admissions

The basic admissions requirement is G.C.E. ordinary-level passes in at least five different subjects. The faculties prescribe certain subjects that must be among the five—for example, English in the Faculty of Arts, Pure Mathematics in the Faculty of Natural Sciences. Further prescriptions may be made

for specific majors—for example, Biology and Chemistry for a major in Biology. Any admissions requirements different from the basic requirement are mentioned in the section below on program descriptions.

First Degrees

The course leading to a first degree is four years fulltime or the equivalent in part-time study. The degrees are the following: Bachelor of Arts (B.A.); Bachelor of Education (B.Ed.); Bachelor of Science (B.Sc.); Bachelor of Social Sciences (B.Soc.Sc.); and Bachelor of Engineering (B.Eng.) in Highway Engineering. There is no Law degree. The University offers a course leading to the Part I examination in Law for the University of the West Indies, and Guyanese students may then complete the course at the U.W.I.'s Cave Hill campus in Barbados.

Higher Degrees

The only higher degree currently offered is the Master of Arts (M.A.) in Guyanese and West Indian History in the Faculty of Arts. The Diploma in Education course is open only to graduates or the equivalent but the studies are comparable to undergraduate studies in the United States.

Academic Programs

Faculty of Arts

1. Bachelor of Arts

   Admissions—Five G.C.E. O levels including English Language, passed in no more than two sittings; or Trained Teacher's Certificate, providing the subjects for the certificate match specific requirements for majors.

   Structure—Four years fulltime. Before the 1975-76 school year, students were required to complete 12 courses; students who entered in 1975-76 and later had to complete 14 courses. No more than four courses a year may be taken.

   Majors—English, French, Geography, History, Mathematics, Portuguese, Spanish. Double majors are allowed, with students to complete all compulsory subjects for each major. Minors are available in Creative Arts, Dutch, and Hindi.

   Exemptions—Course exemptions (advanced standing) for G.C.E. A levels; students with three or more A levels may complete the degree program in three years.

   Examinations—Examinations are annual finals, and up to 50 percent of the final grade is based on the final; half-courses completed at midyear are examined then. The Department of Modern Languages bases its final grade on five cumulative tests during the year.

   Classification of Degree—The degree may be awarded as a pass degree or with distinction.

2. Master of Arts

   Admissions—Bachelor's degree.

   Structure—One year fulltime. There are three courses: Comparative West Indian and Guyanese History; Techniques of Assessing, Evaluating and Weighing Historical Documents; Dissertation.

3. B.A. Program in Art

Admissions—In addition to the basic admissions requirement of the University, students must have passed Art at G.C.E. O level and at A level with a grade of C or better. The certificate of the two-year course of the Burrowes School of Art in Guyana is also accepted. In exceptional cases, a student without the academic qualifications may be admitted based on two practical papers in examination. All applicants must submit portfolios.

Structure—As for other B.A. degree programs. Theoretical courses include History of Art and Aesthetics; other courses are in practical art studies. Two first-year courses and one third-year course are prescribed and together count as two courses. One additional third-year course gives a minor in Art; an additional fourth-year course gives a major.

Faculty of Education

Information on the programs in the Faculty of Education is given in Chapter Seven.

Faculty of Natural Sciences

1. Bachelor of Science

Admissions—Alternatives are five G.C.E. O levels, including Pure Mathematics, passed at not more than two sittings (English Language is preferred; candidates otherwise eligible but who have not passed English must pass a university entrance exam in English); Guyana School of Agriculture Diploma in Agricultural Science for admission to Biology program; University of Guyana Certificate in Medical Technology or Diploma in Pharmacy for admission to Biology or Chemistry programs; Trained Teacher's Certificate, providing the subjects for the certificate match specific requirements for majors.

Structure—Four years fulltime. Each student must take 12 courses. The course in a subject for each year is a prerequisite for the next year's course in the same subject.

Majors—Biology, Chemistry, Mathematics, Physics.

Exemptions—Course exemptions (advanced standing) for G.C.E. A levels; students with three or more A levels may complete the degree program in three years, providing the A levels match the first-year requirements for the individual majors.

Examinations—Examinations are annual finals; half-courses examined at mid-year.

2. Certificate in Medical Technology

Admissions—Five G.C.E. O levels passed at no more than two sittings; they must include English Language, either Biology or Human Biology and Chemistry or Physics with Chemistry.

Structure—Two years fulltime (no part-time status available). Students study fulltime as technologist trainees at the Central Medical Laboratory of the Public Hospital, Georgetown, and take three courses a year in residence at the University, as follows:

First year: Elementary Chemistry, Human Biology, Microbiology.

Second year: Chemical Pathology, Haematology, Histopathology.

Examinations—Annual finals and clinical examinations.

3. Diploma in Pharmacy

Admissions—Five G.C.E. O levels at no more than two sittings, which must include English Language, Biology, Pure Mathematics, and Chemistry.

Structure—Three years fulltime (no part-time status available). Students study fulltime as pharmacist trainees at the Pharmaceutical Department of the Government Hospital or at the Government Pharmacy and take courses at the University as follows:

First year: Elementary Chemistry, Human Biology, Microbiology, Pharmaceutics I.

Second year: Pharmaceutical Chemistry I, Pharmaceutics II, Pharmacognosy I, Pharmacology I.

Third year: Pharmaceutical Chemistry II, Pharmaceutics III, Pharmacognosy II, Pharmacology II.

Examinations—Annual finals and clinical examinations.

4. Diploma in Chemical Pathology

Admissions—Certificate in Medical Technology or the equivalent plus two years' experience.

Structure—One year fulltime (no part-time status available). Students study fulltime at the Central Medical Laboratory and take courses at the University. The program was first offered in the 1977-78 academic year.

Examinations—Annual finals and clinical examinations, including an oral exam at the end of the year.

5. Diploma in Microbiology

Admissions—Certificate in Medical Technology or the equivalent plus at least one year's experience.

Structure—One year fulltime (no part-time status available). Students study fulltime at the Central Medical Laboratory and take courses at the University. The program was first offered in the 1977-78 academic year.

Examinations—Annual finals and clinical examinations, including an oral exam at the end of the year.

6. B.Sc. in Agriculture

Admissions—Five G.C.E. O levels passed at not more than two sittings, which must include English Language, Biology, and Chemistry. There is a special entrance examination in lieu of G.C.E. O levels.

Structure—Four years fulltime. The courses are prescribed, as follows:

First year: Biology, Chemistry, Mathematics.

Second year: Agricultural Economics, Agricultural Extension, Plant Science, Soil Science, Statistics.

Third year: Agricultural Economics, Agricultural Extension, Animal Science, Soil Science, Statistics.

Fourth year: Agricultural Economics, Animal Science, Plant Science, and a specialization (Agricultural Economics, Agricultural Engineering, Animal Science, Plant Science, or Soil Science).[15]

Exemptions—Holders of the Diploma in Agriculture of the Guyana School of Agriculture may enter the third year of the degree program.

Examinations—Annual examinations and research reports.

7. Diploma in Agriculture

Students who complete the first two years of the B.Sc. in Agriculture may receive a Diploma in Agriculture from the Guyana School of Agriculture.

15. The specialization (elective) includes lectures and tutorials, research, a report on the research, and field work in an appropriate institution.

8. Special Diploma in Agriculture

Students who complete the third year of the B.Sc. in Agriculture may receive a Special Diploma in Agriculture of the University of Guyana. A specialization in the third year is required for the special diploma, in one of the following subjects: Agricultural Economics, Agricultural Extension Education, Agriculture, Animal Science, Crop Improvement, Crop Mechanization, Fisheries, Food, Plant Protection, Plant Science, Soil System, Statistics. The program is more technically oriented than the scientifically oriented third-year curriculum of the B.Sc. in Agriculture program.

Faculty of Social Sciences

1. Bachelor of Social Science

Admissions—Alternatives are five G.C.E. O levels, including English Language and Mathematics, passed in no more than two sittings; Critchlow Labour College Certificate in Industrial and Social Studies (from 1971); Government Technical Institute's Ordinary Diploma in Commerce or the Ordinary Certificate in Business Studies; or a Trained Teacher's Certificate, provided the subjects of the certificate match specific requirements for majors.

Structure—Four years fulltime. Students must complete 15 or 16 courses.

Majors—Economics, Economics and Business Administration, Management, Political Science, Public Management, Sociology.

Exemptions—There is also a three-year program leading to the B.Soc.Sc. in which students take five courses a year instead of the common four a year in the four-year program. Students may enter the three-year program if they meet any of the following requirements: two A levels among the five G.C.E. subjects; an average of C or better in the examinations for the Government Technical Institute's Ordinary Certificate in Business Studies; or a Diploma in Advanced Youth Work, a conjoint award of the University of Guyana and the Commonwealth Centre for Advanced Youth Work.

It is also possible to complete the degree program in two years (10 courses), for students who enter with any of the following qualifications: in Sociology—the University of Guyana Diploma in Social Work; in Public Administration or Political Science—the University of Guyana Diploma in Public Administration; in Management or Public Management—University of Guyana Diploma in Public Administration (for those who entered the diploma program in 1974-75).

Examinations—Annual finals.

Classification of degree—The degree may be awarded with distinction.

2. Diploma in Public Management

Admissions—Five G.C.E. O levels, including English Language, or approved professional and technical qualifications; candidates must have at least three years' experience in administrative work in central or local government or in public corporations.

Structure—Two years part-time. Students must take six courses, five of which are prescribed: Introduction to Politics, Personnel Management, Principles of Management, Principles of Public Administration, Public Enterprise, and Industrial Relations. The sixth subject is an option.

Exemptions—Persons who have degrees may be exempted from one course and may, with permission, take the five remaining courses in one year.

Examinations—Annual finals.

3. Diploma in Social Work

Admissions—Four G.C.E. O levels, including English Language; *or* City and Guilds of London Institute Certificate Part I with credit in certain approved subjects.

Structure—Two years part-time. Students must take eight courses, as follows:

First Year: Developmental Psychology, Economics for Social Work, Principles and Practice of Social Work I, Sociology for Social Work.

Second Year: Fields of Practice in Social Work, Principles and Practice of Social Work II, Social Policy Legislation and Administration, and either Criminology or Social Work Research.

The program includes observations and a one-week field placement in the first year and a full term's field work in the second. Second-year students must also undertake research projects and produce reports on them before graduation.

Exemptions—Holders of degrees in Sociology may complete the program in one year (four courses).

Examinations—Annual finals.

4. Diploma in Public Communication

Admissions—Four G.C.E. O levels, including English Language, plus at least a year's experience in the communications field. Mature candidates who do not meet the academic requirements may be admitted if they have at least three years' experience.

Structure—Twelve months fulltime, with courses as follows:

Part I: Caribbean Studies, Economics for Social Work, Introduction to Politics.

Part II: Broadcast Writing and Production, Communication Theory and Public Relations Practice, Journalism (writing and editing), and part-time attachments to relevant information agencies.

Part III: Three-month fulltime practicum with a radio station or newspaper.

5. LL.B., Part I

Admissions—Five G.C.E. subjects, including two at A level, *or* four G.C.E. subjects with three at A level.

Structure—The program leads to the Part I Examinations of the LL.B. program at the University of the West Indies.[16] Guyanese students complete Parts II and III at U.W.I.'s Cave Hill campus in Barbados.

Faculty of Technology

1. General Technical Diploma

Admissions—Alternatives are five G.C.E. O levels, passed at no more than two sittings; City and Guilds of London Institute[17] Certificate Part I with credit in approved technicians' course; C.G.L.I. Electrical Installation Work Course, passed with credit; *or* Ordinary Diploma in Science (Physics), passed with credit. Candidates entering with O levels must have among them either Pure Mathematics or one of the following: Physics with Chemistry, Engineering Science, or Integrated Science.

Structure—Two years fulltime (three years evening). Students must take 16 prescribed courses and one optional one. Fulltime students normally take eight courses in the first year and nine in the second.

16. The Faculty of Law of U.W.I. is discussed earlier in this chapter.
17. See Chapter Eleven.

Exemptions—Course-by-course exemptions are available for G.C.E. A levels and for certain advanced technical qualifications.

Examinations—Annual finals.

Classification of Award—A diploma may be awarded with distinction.

2. Higher Technical Diploma

Admissions—Alternatives are the General Technical Diploma of the University of Guyana (the preferred qualification); Ordinary Technician Diploma in Building and Civil Construction of the City and Guilds of London Institute;[18] five G.C.E. subjects, including two at A level and including English Language and Pure Mathematics (or four subjects with three at A level); *or* Construction Technician's Certificate Part II with credit. Mature candidates with approved work experience in construction may be admitted.

Holders of the C.G.L.I. Part II Technician Certificate in Mechanical Engineering may be admitted to a one-year preliminary program, which includes four courses. They must pass the examinations with a C average to be admitted to the Higher Technical Diploma program. Students who are admitted on the basis of maturity and experience may also be required to take all or part of the preliminary program.

Structure—Two years fulltime. The number of courses required depends on the optional field (i.e., major) chosen, ranging from 14 to 17. The options are Civil Engineering, Mechanical Engineering, Electrical Engineering, and Architecture.

Exemptions—No exemptions are provided for H.T.D. courses except one in Surveying for holders of a Sworn Land Surveyor's Certificate.

Examinations—Annual finals.

Classification of Award—A diploma may be awarded with distinction.

3. Bachelor of Technology

At the request of the Government of Guyana, the Faculty of Technology occasionally offers a program leading to the B. Tech. degree in Public Health Engineering and in Highway Engineering, with an admissions requirement of the Higher Technical Diploma or the equivalent.

4. Bachelor of Architecture

The Faculty of Technology is planning a Bachelor of Architecture program that will be one year fulltime for holders of the Higher Technical Diploma in Architecture.

Courses and Credits

From its beginning, the University of Guyana has structured its courses and degree requirements more nearly like the common American system than like the British. A course is one subject studied for a full year, including lectures, tutorials, and research/writing assignments. A half course may be a course offered for one term or for a full year with less required lecture time than a full course.

Courses are designed to lead directly into higher courses in the same subject (and each lower course is a prerequisite to the higher). The courses bear codes that include a departmental designation and a numerical designation showing the year of the course. The first digit always shows the level of the course (i.e., first year, second year, etc.). The following example shows the

18. Ibid.

codes for four courses in the Department of Economics of the Faculty of Social Sciences·

First-Year Course—ECN 100 (Principles of Economics)
Second-Year Course—ECN 200 (Intermediate Economic Analysis)
Third-Year Course—ECN 302 (Public Finance)
Fourth-Year Course—ECN 404 (Industrial Economics)
500 Series Courses—advanced courses

The numerical codes also show whether the course is a full course or a half course. Full courses are numbered from a rounded century—for example, 100 to 249, 200 to 249, 300 to 349, 400 to 449. Course numbers on a half century indicate half courses—for example, 150 to 159, 250 to 259, etc. Courses with especially high designations (e.g., 396) may indicate research or field work.

Course codes and titles are similar for courses in degree programs and in diploma and certificate programs and in most cases include a great deal of overlap. Thus, the courses taken by a diploma-holder can be compared directly with those taken by a degree-holder or degree student who has not completed a program. In practice, there may be differences in the homework and independent-study requirements for fulltime students, whether in degree programs or certificate and diploma programs, and the requirements for part-time students in certificate and diploma programs (there is no difference in the requirements between part-time and fulltime degree students).

This means that a part-time diploma or certificate student may take the same number of full courses in a year as a fulltime student yet not devote as much time to the studies as the fulltime student. The actual amount of study by the part-time student of this kind is less than required for a full course yet more than required for a half course.

The transfer of credit must be worked out for individual cases, based on the program and the following guidelines for the equivalence of credit between the University of Guyana and the semester-unit system:

- A full course is comparable to 8 semester credits.
- A half course is comparable to 4 semester credits.
- Credit transfer should be the same for part-time students as for fulltime students when they are enrolled in degree programs.
- Credit transfer should be the same for any fulltime diploma or certificate course.
- Credit transfer should be the same for any special student[19] or part-time student taking three or fewer required courses.
- Credit transfer should be reduced by 25 percent for any part-time student taking four or more required courses. (Thus, if four courses a year are required, as for the Diploma in Social Work, only 6 credits should be granted for each full course instead of 8). This refers only to diploma and certificate programs and not to degree programs.

19. Special students take courses on a part-time basis for personal enrichment and not necessarily for a program leading to an award, as do non-matriculated students in the United States. The courses bear credit.

- Each full course in the Faculty of Technology should carry only 4 semester credits.
- Transfer of credit for G.C.E. A levels should be done independently of exemptions for courses at the university.

Under the guidelines above, a fulltime student would earn an average of approximately 32 semester credits a year, whether entering with G.C.E. O levels or A levels. The range of credit for a graduate would be 112 to 128, or more in cases in which a student took electives beyond those required for the degree. Part-time students could earn from 4 to 25 semester credits a year, depending on the program.

It should be noted that part-time students in certain programs leading to professional diplomas and certificates, who may be earning up to 25 credits a year, are almost always working in the same field in what amounts to a fulltime co-operative education program involving both academic and professional experience.

Transcripts and Grades

The University of Guyana will send transcripts directly to institutions in the United States. The transcripts are issued in a form easily translated into American courses and credits. Each entry bears the course code, the name of the course, and the grade. The following is the scale of letter and numerical grades:

Letter Grades	Numerical Grades	
A	4	Distinction
B	3	Good
C	2	Satisfactory
D	1	Minimal Pass
F	0	Fail

The meanings of the grades are the same as in the United States, and an average of C is required for good standing.

Most degrees and other awards can be awarded with distinction. The special designation is not based on final degree examinations but on an average of all course grades. The usual average required for a distinction is 3.3. Thus, the classification of the award should never take precedence over the average of grades. For graduates of the University of Guyana, a university may apply the same rules on grade-point average that it applies to graduates of American institutions.

Examinations

As is common throughout the Commonwealth, the awarding of a final grade is not in the hands of the instructor alone. The University of Guyana uses a system of external examiners who are educators and prominent professionals from throughout the world, but especially from the United Kingdom, Canada, and the University of the West Indies. The external examiners

monitor the examinations, the scripts written by the students, and the marking of the papers. This system ensures the comparability of grades for all students in a department and from one year to the next, as well as a comparability of standards at the University of Guyana with other Commonwealth universities.

The same system of external examiners is in use at the University of the West Indies and at most universities in the United Kingdom and elsewhere in the Commonwealth.

The University of Guyana publishes the names of its external examiners in the *Bulletin*.

Extra-Mural Studies

The Department of Extra-Mural Studies is an outreach arm of the University of Guyana, with the responsibility to provide "an efficiently organized educational service for adults and out-of-school youths not engaged in university courses, so as to equip and assist them to make a continuing and increased contribution to the economic, social, and cultural improvement of the society."[20]

The Department provides courses, workshops, seminars, conferences, and other programs in the following areas: remedial (fundamental and literacy education); vocational, professional, and technical education; health, welfare, and family living; civil, community, and community competence; and self-fulfillment.

Courses may be organized upon the initiation of the University departments and faculties, government agencies, workers' educational groups, voluntary agencies, or private companies. Much of the training is in professional development, and some courses lead to recognized qualifications (e.g., G.C.E.) but not to university awards.

20. *University of Guyana Regulations 1977-78*, p. 54.

Chapter Nine

Institutions of Further Education

[The placement recommendations in this chapter were approved by the National Council on the Evaluation of Foreign Educational Credentials, November 30, 1978.]

There are many institutions in the Commonwealth Caribbean that provide courses and programs in technology, business, domestic science, and other career fields. The programs range from secondary vocational level to post-secondary academic and technical levels, but most programs are at the post-secondary level. Many of the institutions also offer programs of teacher education and in the allied health professions.[1]

Evaluation of Listed Programs. Separate articles on the institutions, arranged alphabetically, are given in this chapter. Details are given for programs with placement recommendations.

Evaluation of Unlisted Programs. Many of the Caribbean technical institutes are not covered here.[2] Among them are the following:

Antigua Technical Institute
Bahamas Hotel Training College
Barbados Hotel School
Belize Technical College
Caribbean Meteorological Institute, Barbados[3]
Clifton Dupigny Technical College, Dominica
Commercial and Domestic Arts Institute, Grenada
Fredericke School of Home Economics, Guyana
Grenada Technical Centre
Grenada Technical and Vocational Institute
Montserrat Technical School
St. Vincent Technical College
St. Vincent Vocational Centre

Some of the colleges offer programs at the secondary school vocational level, along the lines of the Samuel Jackman Prescod Polytechnic in Barbados. Others have a combination of secondary and postsecondary programs

1. Except for the schools of Jamaica's Cultural Training Centre, details on teacher training are given in Chapter Seven; programs in the allied health professions are covered in Chapter Ten.
2. In most cases because sufficient information was unavailable.
3. See p. 94.

as found, for example, at the Government Technical Institute in Guyana or the John S. Donaldson Technical Institute in Trinidad.

The following are guidelines for the evaluation of credentials presented from technical programs not covered in this book:

- Each applicant should be required to present an official statement from the college that gives the basic admission requirement, the duration of the program, whether it is fulltime or part-time (with hours a week for subjects, if possible), and the qualification it leads to.
- Virtually all programs have parallels at the colleges that are covered in this book. When the information has been gathered, the program can be compared directly with others explained in this chapter (or in Chapter Ten). It is especially recommended that the articles on the following institutions be consulted for parallels: Barbados Community College; College of Arts, Science, and Technology (Jamaica); Government Technical Institute (Guyana); John S. Donaldson Technical Institute (Trinidad); and Samuel Jackman Prescod Polytechnic (Barbados).

  The evaluation should then follow the recommendations for the parallel programs at the other institutions.
- Many programs lead to external examinations (e.g., City and Guilds of London Institute) and can be evaluated according to the recommendations in this book (Chapter Eleven) and in *United Kingdom*.

Barbados Community College

Sherbourne[4]
Two Mile Hill
St. Michael

Barbados Community College was opened in 1969 with the mission of providing postsecondary education in agriculture, commerce, liberal arts and sciences, and technology. With the development of the Commonwealth Caribbean Regional Project for the Education and Training of Allied Health Personnel,[5] the College has become especially important in the training of people in the health professions, not only for Barbados but for the Caribbean region as a whole. All training for the health professions in Barbados is to be centralized at the College, including such programs as nursing that were formerly the province of the hospitals and the Tercentenary School of Nursing.

The College has the following seven Divisions: Commerce, Community Services, Fine Art, Health Sciences, Liberal Arts, Science, and Technology.

Admissions

The basic admissions requirement for the College is either four G.C.E. O-level passes at one sitting *or* five G.C.E. O-level passes at more than one sitting.

There are additional requirements for specific courses, many of them (as in the Division of Health Sciences) prescribing the subjects that must be among the G.C.E. O levels.

4. The permanent address will be Eyrie, Howell's Cross Road, St. Michael. The Division of Health Sciences is now quartered at the Tercentenary School of Nursing, Jemmott's Lane, Bridgetown.
5. See Chapter Ten.

Courses

The College offers many single-subject courses, particularly in preparation for G.C.E. advanced-level examinations. Some single-subject courses are "support" courses—i.e., students take them in support of their studies in a different division or for specific certificate and diploma courses.

Other courses are offered leading to external overseas examinations, such as the Pitman Examination Institute, or professional associations like the Association of Certified Accountants.

The College also has programs comparable to American associate degree programs that lead to College awards. Most of these programs are in the Division of Health Sciences.

The seven Divisions and their programs are described in detail below.

Division of Commerce

1. G.C.E. Advanced Level—Courses are offered leading to A-level exams in Accounting, Economics, and General Principles of Law.
2. Higher Secretarial Group Certificate—The College offers the following courses leading to examination by the Pitman Examinations Institute[6] for the group certificate: Shorthand/Typewriting (100 words a minute or better), Advanced Typewriting, Private Secretarial Duties (first class), Correspondence and Report Writing (intermediate), and Office Practice (intermediate).
3. Single Secretarial Subjects—Preparation in single secretarial subjects is given in Shorthand, Typewriting, and Advanced Typewriting, leading to examinations of the Pitman Examinations Institute and the Royal Society of Arts.[7]
4. Private Secretary's Certificate—The College offers the following courses leading to the certificate examination given by the London Chamber of Commerce and Industry: Audio-Typewriting Duties, Communications, Equipment and Services, Office Organization, Private Secretarial Duties, Shorthand-Typewriting Duties, Structure of Business, and an oral exam.
5. Examinations of Professional Associations—The College offers preparation in part or all of the subjects that are examined for membership in the following British professional associations: Association of Certified Accountants, Association of International Accountants, Institute of Chartered Secretaries and Administrators, Institute of Accounting Staff, Institute of Banking, and Institute of Commerce.
6. Ordinary Certificate in Business Studies[8]—This is a two-year program in Accounting, Data Processing and Computers, Economics, Elements of Banking, English, Law, Office Administration, and Statistics.

   The program is intended as a preliminary for professional studies and is used as a substitute for the requirement of two G.C.E. A levels for entry into courses leading to examinations of the professional associations.

   Recommendation—The certificate-holder may be considered for undergraduate admission with up to one year of transfer credit, as though from a career program in a two-year college in the U.S.A., for the following subjects: Accounting, Business Law, Computer Information Systems, Economics, and Statistics.

---

6. See *United Kingdom*, pp. 108, 225.
7. Ibid., pp. 106-108.
8. See also, Ordinary and Higher Certificates in Business Studies in Chapter Eleven.

Division of Community Services

1. Recreation Leadership Training Course[9]—This is a part-time evening course, with subjects as follows (hours a week in parentheses):

   First Year—Communication (1), Community Recreation (1), Field Work (1), Health Science (1), History of the Caribbean (1), Special Activities and Civics (1).

   Second Year—Accounting (1), Field Work (2), Group Work (3), Social Economics (1), Sociology (1), Special Activities and Civics (1).

   Recommendation—Certificate-holders otherwise eligible for admission may be considered for undergraduate admission with up to 24 semester credits in recreation subjects, as though from career programs in two-year colleges in the U.S.A.

2. Proposed Courses—The following courses had been proposed for the College but had not yet been established in 1978:
   (a) Social Work Diploma—18 months fulltime; intended to be equivalent to the first year of the University of the West Indies' Social Work Certificate.
   (b) Counselling Techniques Certificate—3 months part-time; as introduction to counselling for untrained persons and as refresher courses for practicing counselors (i.e., churchmen, teachers, senior nurses, public health inspectors).
   (c) Child Minders' Certificate—three months fulltime for prospective mothers, baby-sitters.
   (d) Non-Academic Courses—Workshop on leadership, careers and family planning, and "entering the work force."

Division of Fine Art

1. G.C.E. Advanced Level—The College offers a number of single subjects in preparation for the G.C.E. A-level examinations.
2. Teacher Training—In conjunction with the Ministry of Education, the College runs a one-year, one-day-a-week, in-service trainin course in art and crafts for practicing teachers in the all-age schools.

   Recommendation—Teachers otherwise eligible for admission may be considered for 3 semester credits in Methods of Teaching Art and Crafts in Primary School.

Division of Health Sciences

The Division offers the following certificate and diploma courses: Community Nutrition, Dietetic Technology, Food Service Supervision, Medical Records Technology, Medical Laboratory Technology, Occupational Therapy, Pharmacy, Pre-Nursing/Health Services, and Public Health Inspection.

Details and recommendations for these programs are given in Chapter Ten, "Allied Health Professions." The College plans to add Nursing programs.

Division of Liberal Arts

G.C.E. Advanced Level—Preparation for G.C.E. A-level examinations is offered in the following subjects: English, French, Geography, History, Latin, and Spanish.

---

9. A similar course was formerly given through the Y.M.C.A., and still earlier by the Social Welfare Department.

Division of Science

G.C.E. Advanced Level—Preparation for G.C.E. A-level examinations is offered in the following subjects: Applied Mathematics, Biology, Botany, Chemistry, Mathematics, Physics, Pure Math, and Zoology.

Division of Technology

1. City and Guilds of London Institute—Two courses are offered leading to the C.G.L.I. Ordinary Technician Diplomas: Mechanical/Electrical Course 800 and Building/Civil Course 801.

   The programs are comparable to the Ordinary National Diploma (O.N.D.) in Britain; transfer credit as for the O.N.D.[10]

2. Land Surveying—Two years fulltime leading to the Barbados Land Surveyors' License. Examinations are conducted by the Land Surveyors Association and the Board of Surveyors in Barbados.

   First Year—Chain Surveying and Leveling, Caribbean Studies, Map Reading, Mathematics, Physics, Plotting and Fair Drawing.

   Second Year—Caribbean Studies, Mathematics, Physics, Surveying.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of credit in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

3. Teacher Training—The College conducts an in-service training course in Technical Education in conjunction with Erdiston Teachers' College. The course, one-year part-time, includes the following subjects: Engineering Drawing, mathematics, Methods of Teaching Technical Subjects, Psychology and Principles of Education, Technical Education and Industrial Orientation, Technical English, and Workshop Practice.

   Recommendation—Candidates otherwise eligible for admission may receive up to 9 semester credits, 3 each in General Industrial Arts, Methods of Teaching Industrial Arts, and Theory of Education.

4. Bridging Course—This is a one-year part-time course in Mathematics and Science to assist students in meeting entrance requirements for college.

   The program should be taken into consideration as part of high school studies when assessing high school graduation for an individual.

Courses and Credits. Most courses at the College are structured similarly to American colleges' quarter system. When they are not so structured, credit should not normally exceed 32 American semester units a year (48 quarter credits).

Transcripts and Grades. The College issues transcripts that include course titles, hours a week, and grades.

The College's scale of grades is similar to the one common in the United States:

A	75-100	very good pass
B	60-74	good pass
C	45-59	pass
D	39-44	weak pass
E	0-38	fail

10. See *United Kingdom*, p. 227, and Chapter Eleven of this volume.

In programs of the Division of Health Sciences, all of which are examined externally through the Kegional Project,[11] the term grades should not take precedence over the final exam results and the certificate awarded. Passes in external examinations represent at least B work in American terms.

Bermuda College

Department of Commerce and Technology
Bermuda College
Friswell's Hill
Devonshire, Bermuda

Department of Hotel Technology
Bermuda College
Prospect
Devonshire, Bermuda

Department of Commerce and Technology

The Department of Commerce and Technology offers several programs in Business Studies and Technology, including Clerk/Typists, Fashion and Dressmaking, Mechanical Engineering, and Shorthand/Typists. Most programs lead to external examinations, particularly the City and Guilds of London Institute and the Pitman Examinations Institute.

The admission requirement is a minimum age of 16 and the previous completion of secondary school vocational studies.

All studies should be considered to be at the vocational secondary school level, but none is by itself equivalent to a high school diploma (though some students may have educational credentials equivalent to the completion of high school when they enter the program).

Department of Hotel Technology

Among the programs offered by the Department of Hotel Technology are the following: (1) Administration, two years; (2) Diploma of Front Office course (Book-keeping, English, Reception, Shorthand, Typing), one year; (3) American Hotel and Motel Front Office Certificate, one to three years; (4) various programs leading to examinations of the City and Guilds of London Institute in Hotel and Catering subjects (e.g., Advanced Cookery, Advanced Waiting, Wine and Liquor Technology).

Recommendations—The Front Office course should be considered high school-level vocational studies in Secretarial Science and Hotel Technology and should be considered along with a graduate's other qualifications in determining whether he or she has the equivalent of a high school diploma.

The course leading to G.C.L.I. exams should be evaluated as for other C.G.L.I. certificates.

Students who have completed the Administration course may be considered for undergraduate admission with the possibility of up to two years' transfer credit for technical subjects as though from career programs in two-year colleges in the United States.

11. See Chapter Ten.

Caribbean Union College

P.O. Box 175
Port of Spain
Trinidad

Caribbean Union College, established in 1927, is operated by the Seventh-Day Adventists. It offers both secondary courses leading to G.C.E. examinations and postsecondary courses, one of them leading to a degree in Theology.

Postsecondary Programs

The highest award the College makes is a bachelor's degree. The degree is not officially recognized by the Ministry of Education and Culture of Trinidad and Tobago. However, it is approved by the Seventh-Day Adventist Board of Regents, which applies the same tests and measures to the program that it does to similar S.D.A. college programs in the U.S.A. The programs offered are the following:

1. Two-Year Programs—Fulltime programs in Bible Instructor, Biology, Business, English, Music, Pre-Professional, and Secretarial Science.
2. Teacher Education—Also a two-year program, it is fully approved by the Ministry of Education and Culture. It is the same as that followed by other teacher training colleges in Trinidad and Tobago.
3. Degree—The only degree awarded is one in Theology, based on a four-year program with an entrance requirement of five G.C.E. ordinary-level passes.

Admission

The basic admission requirement for all postsecondary programs is five G.C.E. O levels, including English Language. However, the College is a center for examinations of the American College Testing Program (A.C.T.) and the tests of General Educational Development (G.E.D.) of the American Council on Education. Students may also be accepted with a high school diploma and satisfactory A.C.T. scores or on the basis of satisfactory performance in the G.E.D. exams.

Recognition and Accreditation

The programs are regularly reviewed by the S.D.A. Board of Regents, which maintains standards in S.D.A. colleges throughout the world. The Board also is responsible for the maintenance of standards in the 11 S.D.A. colleges in the United States. The College is not recognized as an institution of higher education by the Ministry of Education and Culture; however, the program in teacher education is fully recognized.

The College is exploring the possibility of accreditation by a regional accrediting body in the United States.

The courses, credits, and degrees are fully recognized and fully transferable at the 11 S.D.A. colleges in the United States, all of which are accredited by regional accrediting bodies in the United States as well as by the S.D.A. Board of Regents.[12]

Courses and Credits. The programs are organized on the American model, with semester credits as the units of study. No graduate-level courses are offered.

---

12. Information provided by the Department of Education, General Conference of Seventh-Day Adventists, Washington, D.C.

Transcripts and Grades. The College issues transcripts similar to the ones commonly issued in the United States. The lowest passing mark in examinations is 40%. The scale of letter grades is the following:

A	Excellent	D	Passing
B	Good	F	Fail
C	Average		

Recommendations—The teacher education program should be treated the same as other teacher training programs in Trinidad and Tobago.

Transfer credit for other programs and recognition of the degree should be based on institutional policy regarding schools not yet accredited.

Carnegie School of Home Economics

D'Urban and High Streets
Georgetown
Guyana

The Carnegie Trade School was founded in 1933 to provide vocational training. In 1958, the name was changed to the Carnegie School of Home Economics and the school was given the following aim: To give every girl an opportunity to learn all the skills and attitudes essential to good home and family and community life.

In 1971, the school was given the additional aim of training teachers in home economics.[13]

Programs offered at the school are as follows:

1. Household Management—Two years fulltime, for girls only, leading to a certificate of the school. Admission: minimum age of 15 or 16 and an entrance examination.

   Subjects include Art and Craft, Child Care, Cookery and Nutrition, English Language, House Management, Housewifery, Hygiene, Laundrywork, Mathematics, Needlework and Dressmaking, Social Studies.

   Recommendation—Completion of the program is comparable to high school vocational studies in the United States.

2. Catering Certificate—Two years part-time for boys and girls. Admission: minimum age of 17 and satisfactory general education.

   Recommendation—Comparable to high school vocational studies in Catering, Food, Nutrition.

3. Evening Classes—Short part-time courses (one term) in Cake Decoration, Elementary and Advanced Cookery and Nutrition, Elementary and Advanced Dressmaking, Home Improvement, Straw Work, and Upholstery.

   These are not academic qualifications.

4. Household Helpers—A short course operated in cooperation with the Ministry of Labour.

   This is not an academic qualification.

13. See p. 82.

Cipriani Labour College

P.O. Box 1061
Port of Spain
Trinidad

Cipriani Labour College was established in 1966 and named after Arthur Andrew Cipriani, who was the leader of the labor movement in Trinidad and Tobago from 1919 to 1945 and who is regarded today as the symbol of the movement. The College's mission is to provide training for trade unionists and workers in general, including some courses at the level of higher education.

There are no formal admission requirements to the courses. In general, students must be workers, members of a trade union, show willingness to study, and demonstrate the ability to profit educationally from a course. There are 4 fulltime lecturers and 13 part-time from the University of the West Indies. The courses are as follows:

1. Diploma in Labour Studies—Two years fulltime (or the equivalent part-time), leading to diploma.

   Subjects, first year: Accounting or Statistics, Economics I, Industrial Relations I, International Relations or West Indian Social History, Political Science I, Sociology I; second year: Economics II, Elements of Law, Industrial Psychology, Industrial Relations II, Management Studies, Political Science II.

   There is continuous assessment of students' progress through essay assignments, seminar papers, and class examinations. There are final exams at the end of each year. Graduates may be considered for admission to the University of the West Indies' program for the Diploma in Management Studies.[14]

   Recommendation—Diploma-holders who are accepted at American colleges may be considered for some credit by syllabus review or by other validating measures.

2. Preliminary Courses for Diploma—Students who in the judgment of the College are not prepared for the full diploma course may be allowed to take no more than three of the first-year diploma subjects while taking other subjects (e.g., English) to improve their skills. Students who progress satisfactorily are allowed to continue with first-year subjects and then to move on to second-year subjects if their examination results merit advancement.

3. Training Course for Branch Secretaries, Instructors, and Shop Stewards—Two weeks leading to certificate. This is not an academic qualification.

4. Other Courses—The College offers 10-week courses in Industrial Relations, as well as numerous conferences, seminars, and short courses. Completion of one of these programs does not represent an academic qualification.

Codrington College

St. John's
near Bridgetown
Barbados

Codrington College was founded as a theological college in the early 18th century and is the starting point for all histories of higher education in the Commonwealth Caribbean. From 1876, it was associated with the University of Durham in England and offered courses leading to degrees that were awarded by Durham. Durham thus served

14. See p. 103.

a function most often exercised from England by the University of London: accrediting and taking responsibility for courses of higher education in other institutions, both at home and overseas. In effect, Codrington College was an overseas campus of Durham.

Today, Codrington College offers courses leading to two awards of the University of the West Indies: the Bachelor of Arts in Theology and the Licentiate in Theology.

All of the former awards of the University of Durham are earned degrees and should be evaluated according to the recommendations in *United Kingdom*.

The awards of the University of the West Indies are explained in the article on U.W.I. in Chapter Eight and in the Placement Recommendations in Chapter Twelve.

College of Arts, Science, and Technology

237 Old Hope Road
Mona, Kingston 6
Jamaica

The College of Arts, Science, and Technology (founded in 1958 as the Jamaica Institute of Technology) is Jamaica's principal central institution of higher education after the University of the West Indies, whose Jamaica campus is across the road from the College. Both are located in Mona, on the outskirts of Kingston.

The mission of the College is to provide for the nation middle-level technicians, especially in engineering and technology, business fields, and the allied health professions. However, it offers a wide range of programs, including many that are at the secondary or in-service professional levels.

If the proposed College (or University) of Jamaica[15] is established, it will link many current institutions of further and higher education; the College of Arts, Science, and Technology (widely known as "Cast") may become part of the new degree-granting institution.

The College has six Departments: Building, Commerce, Engineering, Food Science and Management, Science, and Technical Education.

The programs and brief descriptions of each Department are given below, except for the Department of Technical Education, which is covered in Chapter Seven on Teacher Education.

Awards

- Diplomas—The highest awards the College now makes are diplomas, all for completion of three-year fulltime courses of higher education (or the equivalent in part-time study). Although they are not equivalent to degrees, they often include studies in the principal field comparable to the major/minor requirements for American degrees and to the Higher National Diplomas of Britain.[16]
- Certificates—Most other C.A.S.T. awards are called certificates, whether they are awarded for two-year, fulltime courses or for part-time courses ranging from a year to four years in length. In some cases, certificates are awarded after two years of a three-year diploma program.
- Junior Certificates—Junior certificates are awarded when a clearly defined stage in a longer program is reached—e.g., after two years of a four-year, part-time certificate course. They are in general not comparable to college-level work in the United States.

15. Discussed later in this Chapter.
16. See Chapter Eleven and *United Kingdom*.

- Statements of Attendance—These are course certificates for short programs, modular programs, incomplete programs, or single-subject courses.
- External Qualifications—Many courses lead to external examinations—e.g., G.C.E. A levels, City and Guilds of London Institute, professional associations. In some cases, programs lead to both College awards and external awards, but the external award almost always takes precedence in the determination of transfer credit.

Admissions

The admission requirement for each program is given in the summaries below. Almost all C.A.S.T. programs require at least three G.C.E. O levels for admission; however, since in almost all cases the acceptable subjects are prescribed or greatly limited, most students enter the programs with five or more O levels.[17] For example, a program requires three O levels and prescribes them as English Language and Mathematics plus either Chemistry or Physics. Almost all students who meet the prescription have several additional subjects to the ones required.

Admission requirements for programs leading to qualifications of the professional associations (e.g., the Institute of Chartered Secretaries and Administrators) are usually prescribed by the associations rather than the College.

Building Department

The Department's programs are designed to prepare graduates for work in the construction, and related, industries. The curriculums are developed in close consultation with industry, the professional associations, and the government.

1. Architectural Technology Diploma—Three years fulltime, leading to a C.A.S.T. diploma. Admission: Three O levels (English Language and Mathematics plus Chemistry, General Science, or Physics).

   Curriculum developed in collaboration with Society of Architects. Classwork, first two years: 30 hours a week (900 a year); third year: 12 hours a week classwork and three full days a week cooperative studies in industry.[18] Special project required for graduation.

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to three years of transfer credit.

2. Construction Management Diploma—Three years fulltime, leading to C.A.S.T. diploma. Admission: Three O levels (English Language and Mathematics plus Chemistry, General Science, or Physics).

   Classwork, first two years: 30 hours a week (900 a year), all Construction Technology and General Technology; third year: 27 hours a week (12 in core subjects, 15 in Construction Management option).

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to three years of transfer credit.

3. Structural Engineering Diploma—Three years fulltime, leading to C.A.S.T. diploma. Admission: three O levels (English Language and Mathematics plus Chemistry, General Science, or Physics).

17. C.A.S.T. is considering changing the admission requirement to five O levels as reflective of the true qualifications of its entering students.

18. The third year is currently being done at the College, 28 hours a week.

Classwork, first two years: 30 hours a week (900 a year); third year: 27 hours a week (12 in core subjects, 15 in Structural Engineering option).

Recommendation—Diploma-holders may be considered for undergraduate admission with up to three years of transfer credit.

4. Construction Certificate—Two years fulltime, leading to C.A.S.T. certificate. Admission: Same as for the diploma programs in Construction Management and in Structural Engineering. The Certificate is awarded at the end of two years before the student goes on to specialize for the diploma.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of transfer credit.

5. Land Surveying Diploma—Three years fulltime, leading to C.A.S.T. diploma. Admission: five O levels (English Language and Mathematics plus three others).

   Classwork, first two years: 30 hours a week (900 a year); third year: 29 hours a week; 2 weeks field camp and 10 weeks vacation training required after first year and again after second.

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to three years of transfer credit.

6. Land Surveying Technician Certificate—Two years fulltime, leading to College certificate. Admission: two O levels (English Language or Mathematics and one other academic subject).

   Classwork, both years: 30 hours a week (900 a year).

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of credit in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

7. Quantity Surveying Diploma—Three years fulltime, leading to C.A.S.T. diploma. Admission: three O levels (English Language and Mathematics plus Chemistry, General Science, or Physics).

   Classwork, first two years: 30 hours a week (900 a year); third year: 28 a week. Curriculum developed in collaboration with the Jamaica Society of Quantity Surveyors.

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to three years of transfer credit.

8. General Course in Construction (G2)—One year part-time, leading to qualification for admission to the technician course (or the diploma course if grades are satisfactory). Admission: completion of Fifth Form, interview, and three Jamaica School Certificate passes (English Language and Mathematics plus a science or technical subject).

   Classwork: 10 hours a week (300 a year), including Building Science, Construction Drawing, Construction Processes and Materials, English, General Studies, Mathematics (2 hours a week each).

   The course is comparable to high school-level technical studies in the United States; it does not represent the equivalent of a high school diploma. However, students normally have the equivalent of a high school diploma when they enter the course.

9. Construction Engineering Technician Certificate—Four years part-time, leading to C.A.S.T. certificate. Admission: three O levels (English Language and Mathematics plus a science or technical subject) or successful completion of G2 (General Course in Construction; No. 8 above).

Classwork, first year: G2 program; last three years: 11 hours a week (330 a year). A junior certificate is awarded after the first two years. Students with the O-level admissions requirement may enter the second year directly.

Recommendation—The standard of the certificate is comparable to Part II (final) certificates of the City and Guilds of London Institute.[19] Certificate-holders may be considered for undergraduate admission with up to 24 semester credits, as though from a career program in a two-year college in the U.S.A., in the following subjects: Construction Technology II and III, Measurement of Building Works I and II, and Surveying I and II.

10. Structural Technician Certificate—Four years part-time, leading to C.A.S.T. certificate. Admission: three O levels (English Language and Mathematics plus a science or technical subject); or successful completion of G2 (General Course in Construction; No. 8 above).

    Classwork, first year: G2 program; last three years: 11 hours a week (330 a year). A junior certificate is awarded after the first two years. Students with the O-level admissions requirement may enter the second year directly.

    Recommendation—Certificate-holders may be considered for undergraduate admission with up to 24 semester credits in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

11. Junior Construction Certificate—Two years part-time, leading to C.A.S.T. junior certificate. Admission for first year: completion of Fifth Form, interview, and three Jamaica School Certificate passes (English and Mathematics plus a science or technical subject); admission directly to second year: three O levels (English and Mathematics plus a science or technical subject).

    First year curriculum: same as for G2 (No. 8 above); second year: curriculum for the Construction Engineering Technician Certificate or the Structural Technician Certificate.

    The certificate represents study comparable to high school technical work in the United States. It is no longer offered by the College.

12. Licentiateship of the Institute of Building—One or two years part-time, leading to the examinations for the licentiateship (the Institute examines externally and awards the certificates). Admission: C.A.S.T. diploma or other acceptable technical credentials (e.g., C.A.S.T. certificate based on fulltime studies, City and Guilds of London Institute Part II certificates).

    The exams are in two parts. Part I covers Administration, Elementary Accounting, Mathematics, Science, and Site Surveying. The classwork at the College is 10 hours a week (300 a year). Holders of the C.A.S.T. diploma are exempt from Part I and enter directly into Part II studies. The Part II preparation course is 10 hours a week: Measurement and Economics (4); Services and Equipment (2); and Technology (4).

    The licentiateship is a British qualification, awarded by a British institute. It is not equivalent to a degree. The studies represent the completion of approximately 10 semester credits in the United States for each part of the exams.

Commerce Department

The Commerce Department offers courses leading to C.A.S.T. qualifications in business and commercial fields. It also has several courses leading to examinations and qualifications of professional associations.

19. See Chapter Eleven.

1. Accounting Diploma—Three years fulltime, leading to C.A.S.T. diploma. Admission: four O levels (English Language and Mathematics plus two others).

   Classwork, first year: 23½ hours a week (705 a year); second year: 26½ (795); third year: 17 (510).

   Students who meet the admission requirement for studentship of the Association of Certified Accountants may also study toward the examinations of the Association. The admission requirement is at least five G.C.E. passes, including two at A level (or four G.C.E. passes, three at A level). Students who meet only the College diploma course's O-level admission requirement (four O levels) may study toward the examinations of the Institute of Accounting Staff (I.A.S.).[20]

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to 2½ years of transfer credit.

2. Banking A.I.B. Diploma—Mixed fulltime/part-time (equivalent of two years fulltime), leading to C.A.S.T. diploma and an Associateship of the Institute of Banking. Admission: open only to registered students of the Institute of Banking.

   Classwork, first year: 25 hours a week (750 a year); second year: 15 (450); final three-month term: 12 hours a week.

   Students are examined internally by the College during the first year (with the Institute moderating the exams). The final two stages are examined externally by the Institute.

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to two years of transfer credit.

3. Business Administration Diploma—Three years fulltime, leading to C.A.S.T. diploma and to examinations of professional associations. Admission: four O levels (English Language and Mathematics plus two other subjects); students may also be required to meet additional admission requirements of the professional associations for whose examinations they study simultaneously.

   After a common prescribed first year, students may specialize in one of the following options: Accounting, Banking, Chartered Secretaryship, and Marketing. They may alternatively pursue the general program of Business Administration. Those who choose one of the four specialty options must become students of one of the following associations:[21] Association of Certified Accountants (or Institute of Accounting Staff); Institute of Banking; Institute of Chartered Secretaries and Administrators; or Institute of Marketing.

   Classwork, first year: 24½ hours a week (735 a year); classwork, final two years: required class hours range from 18 to 28½ a week, depending on the option. The College requires 21 subject courses for the three years (an average of seven a year).

   The professional qualifications need not be considered separately, but many students may continue up the ladder of stages in corporate membership and eventually attain a stage equivalent to a degree in Britain (e.g., the Association of Certified Accountants and the Institute of Chartered Secretaries and Administrators).

---

20. For further information on the A.C.A., see Chapter Eleven of this volume and *United Kingdom*, pp. 180-181; for I.A.S., see Chapter Eleven of this volume and *United Kingdom*, p. 182.

21. See *United Kingdom*, p. 177 for Institute of Chartered Secretaries and Administrators; pp. 180-182 for the accounting associations; p. 188 for the Institute of Banking; and p. 203 for the Institute of Marketing.

Recommendation—Diploma-holders may be considered for undergraduate admission with up to 2½ years of transfer credit.

4. Ordinary Certificate in Business Studies (O.C.B.S.)—External award made jointly by two British examining boards, the London Chamber of Commerce and Industry and the Royal Society of Arts.[22]

   C.A.S.T. students in the Business Administration Diploma program (No. 3 above) are required to take the O.C.B.S. examinations after the first two years. Students who are successful in the O.C.B.S. exams are also awarded a certificate by the College and may transfer to the University of the West Indies without completing the diploma programs.

   The O.C.B.S. exams cover a somewhat narrower range of coursework than the College curriculum. The O.C.B.S. represents studies comparable to about a year's college-level study in the main business subjects in the United States, and the C.A.S.T. certificate about a year and a half. Neither the O C.B.S. nor the College's certificate should be evaluated separately when the holder has gained the College's Business Administration Diploma.

5. Secretarial Certificate—One year fulltime, leading to a C.A.S.T. certificate. Admission: three O levels (English Language plus two other subjects).

   Classwork: 32 hours a week (960 a year), including Accounts, Commercial Arithmetic, Economics, English, Introduction to Law, Secretarial Duties, Shorthand, Spanish, and Typewriting. The College has added a two-year part-time program (480 hours a year). NOTE: The College is considering adding a second fulltime year, with options in Bilingual Secretarial Studies (Spanish), Executive Secretarial Studies, and Legal Secretarial Studies.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to one year of credit in secretarial subjects as though from career programs in two-year colleges in the U.S.A.

6. Professional Accountancy Program—Part-time, leading to examinations of the Association of Certified Accountants[23] (length of program varies according to the schedule of the individual). Admission: five G.C.E. subjects, including two A levels (or four G.C.E. subjects, three of them at A level). NOTE: Before 1973, the admission requirement to studentship of the Association was five O levels.

   The total classwork required (for 18 subjects) is 1,680 class hours spread over several years.

7. Sub-Professional Accounting Program—Two years part-time, leading to membership in the Institute of Accounting Staff (I.A.S.).[24] Admissions: four O levels (English Language and Mathematics plus two others).

   Classwork, both years: 12 hours a week (360 a year), 3 each in the following eight subjects (four subjects a year): Accountancy I, Data Processing and Systems Design, Principles of Law, Accountancy II, Cost Accountancy, Auditing, Company Law.[25]

   The I.A.S. has two purposes: to produce junior-level accountants to assist certified accountants and to provide an alternative route to professional standing through subsequent entry into studentship of the Association of Certified Accountants (A.C.A.). Success in the eight I.A.S. exams provides exemption from the six foundation exams of the A.C.A.

22. See Chapter Eleven.
23. Ibid.
24. Ibid.
25. The syllabuses have been revised for 1979.

The I.A.S. provides certain exemptions from its examinations to persons who have the Ordinary Certificate in Business Studies.

8. Business Studies Certificate—Two years part-time, leading to C.A.S.T. certificate. Admission: four O levels (English Language and Mathematics plus two other subjects).

   Classwork, two years: 12 hours a week (360 a year). Eight subjects are required (four each year); all eight are among those required in the first two years of the Business Administration Diploma program (No. 3 above).

   Some of the subjects are examined by the College and some by the examining boards for the Ordinary Certificate in Business Studies (No. 4 above).

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to 24 transfer credits in business subjects as though from a career program in a two-year college in the U.S.A.

9. Industrial Management Certificate—Two years part-time, leading to C.A.S.T. certificate (course structured in conjunction with Institution of Works Managers[26] of Britain). Admission: Ordinary National Certificate or Diploma or Full Technological Certificate or the equivalent plus relevant professional experience. There is an age requirement.

   Classwork, both years: 8 hours a week (240 a year).

   Recommendation—This is a professional rather than an academic qualification. For candidates otherwise eligible for admission, transfer credit may be validated by examination.

10. Legal Secretary Certificate—Two years part-time, leading to C.A.S.T. certificate. Admission: previous C.A.S.T. certificate or suitable work experience.

    Classwork, both years: 8 hours a week (240 a year).

    Recommendation—This is not an academic qualification. For candidates otherwise eligible for admission, transfer credit may be validated by examination.

11. Institute of Marketing Certificate—Two years part-time, leading to the Institute of Marketing Certificate.[27] Admissions: four O levels (English language plus three others).

    Classwork, both years: 8 hours a week (240 a year).

    Recommendation—Certificate-holders may be considered for undergraduate admission with up to 16 semester credits in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

12. Institute of Marketing Diploma—One year part-time beyond the Institute of Marketing Certificate,[28] leading to the Institute's diploma. Admission: successful completion of the certificate qualifying examination or other approved equivalent qualification.

    Classwork, one year: 8 hours a week (240 total).

    Recommendation—Diploma-holders may be considered for undergraduate admission with up to 24 semester credits (inclusive of the 16 for the certificate) in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

---

26. See *United Kingdom*, p. 190.
27. Ibid., p. 203.
28. Ibid.

13. Personnel Management Certificate—Two years part-time, leading to a C.A.S.T. certificate. Admission: Fifth Form education, work experience, interview, employer's recommendation.

    Classwork, first year: 6 hours a week (180 a year); second year: 4 hours a week. The certificate is used in the government as a qualification for promotion.

    Recommendation—This is not an academic qualification. For candidates otherwise eligible for admission, transfer credit may be validated by examination.

14. Supervisory Management Certificate—Two years part-time, leading to C.A.S.T. certificate. Admission: employer's recommendation, work experience, interview.

    Classwork, both years: 4 hours a week (120 a year).

    Recommendation—This is not an academic qualification. For candidates otherwise eligible for admission, transfer credit may be validated by examination.

15. Senior Secretarial Studies Certificate—Two years part-time, leading to C.A.S.T. certificate. Admission: entrance test on English, and Typing and Shorthand speed.

    Classwork, both years: 6 hours a week (180 a year).

    Recommendation—This is not an academic qualification but it is a dependable measure of secretarial skills. For candidates otherwise eligible for admission, transfer credit may be validated by examination.

Engineering Department

The Department of Electrical and Mechanical Engineering is concerned principally with the training of middle-level technician and technician engineers. However, since 1975, its diploma-holders have been able to return to the College and take a course leading to the Part II examinations of Britain's Council of Engineering Institutions (C.E.I.).[29] Success in Part II leads to corporate membership in one of the 15 professional engineering associations that make up the C.E.I. and to the title in Britain of Chartered Engineer. Corporate membership in one of the associations is comparable to a bachelor's degree in engineering. In the case of C.A.S.T., its successful C.E.I. students become members of the Institution of Electrical Engineers.

The other awards in the College lead to qualifications that have no true professional equivalents in the United States but for which approximate educational equivalents may be found. However, these qualifications (and their nomenclature) are understood throughout Britain and the rest of the Commonwealth and provide for professional interchange nearly everywhere in the Commonwealth. The nomenclature is as follows:

- Technician Engineer[30]—A technician engineer functions at a professional level just below a chartered engineer (a title which is comparable to licensed engineer in the United States). The range of educational qualifications for technician engineers includes the Full Technological Certificate (F.T.C.), Higher National Certificate (H.N.C.), and Higher National Diploma (H.N.D.).[31] The educational qualification for chartered engineer is a degree or the equivalent.

---

29. The C.E.I. and the constituent professional associations are explained in *United Kingdom*, pp. 194-196.

30. The Technician Engineers Registry of the C.E.I. and the technician engineers' associations are explained in *United Kingdom*, p. 196.

31. For F.T.C., see *United Kingdom*, pp. 103-105; for H.N.C. and H.N.D., see *United Kingdom*, pp. 98-102.

- Technician[32]—A technician is trained primarily in practical work and, in effect, carries out the plans of the engineer or the technician engineer. Educational qualifications include the City and Guilds of London Institute (G.C.L.I.) Part II (final) Certificate or the equivalent.[33]

1. Electrical Engineering Diploma—Three years fulltime, leading to C.A.S.T. diploma. Admission: three O levels (English Language and Mathematics plus Physics with Chemistry or an engineering science).

   Classwork, first year: 32 hours a week (960 a year); second year: 34½ a week; third year: 30 a week. The program includes both internal and external exams; the external examiner is the Union of Lancashire and Cheshire Institutes.[34]

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to three years of transfer credit.

2. Mechanical Engineering Diploma—Three years fulltime, leading to C.A.S.T. diploma. Admission: three O levels (English Language and Mathematics plus Physics, Physics with Chemistry, or an engineering science).

   Classwork, first year: 32 hours a week (960 a year); second year: 33 hours a week; third year: 31½ a week. The program includes both internal and external exams; the external examiner is the Union of Lancashire and Cheshire Institutes.

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to three years of transfer credit.

3. Electrical Engineering Certificate or Mechanical Engineering Certificate—The programs are exactly the same as those in Electrical Engineering (No. 1 above) and in Mechanical Engineering (No. 2 above), but the certificates are awarded after two years of study. A program may be completed in four years of part-time study.

   Recommendation—Certificate-holders may be considered for admission with up to two years of transfer credit.

4. Pre-Technician General Engineering Course (DG)[35]—One year part-time, leading to possible admission to a technician course. Admission: three Jamaica School Certificate subjects (English Language and Mathematics plus a science or technical subject) up to 1977; now a C.A.S.T. admissions test.

   Classwork: 12 hours a week (360 for the year) in the revised program, as follows: Engineering Science (5 hours a week); Engineering English (3); Mathematics (4). The former program included Workshop Exercises (2) and Workshop Processes and Materials (1). Success in the course leads to admission to other programs.

   Recommendation—The course is comparable to high school level technical studies in the U.S.A.; it does not represent the equivalent of a high school diploma. However, students who enter the course normally have the equivalent of a high school diploma.

5. Air Conditioning and Refrigeration Technician Certificate—Three years part-time, leading to C.A.S.T. certificate. Admission: three O levels (English Language and Mathematics plus a science or technical subject); or successful completion of PEC (No. 4 above; formerly DG) year.

---

32. The Technician Registry of the C.E.I. and the technician associations are explained in *United Kingdom*, pp. 196-197.

33. C.G.L.I. certificates are explained in *United Kingdom*, pp. 101-105, and also in Chapter Eleven of this volume.

34. See *United Kingdom*, pp. 105-106, and Chapter Eleven of this volume.

35. Now called Pre-Engineering Course (PEC).

Classwork, all years: 12 hours a week (360 a year); formerly 16 hours a week for two years.

Recommendation—Certificate-holders may be considered for undergraduate admission with up to one year of transfer credit in technical subjects as though from career programs in two-year colleges in the U.S.A.

6. Electrical Technician Certificate—Four years part-time (including PEC year) leading to C.A.S.T. certificate and City and Guilds of London Institute (C.G.L.I.)[36] group certificates. Admission: three O levels (English Language and Mathematics plus a science or technical subject); or successful completion of PEC (formerly DG) year.

Students who have the O-level or PEC requirements enter directly into the second year of the program.

Classwork, first year (PEC program): 12 hours a week (360 a year); last three years, 12 hours a week.

After the second year, students are awarded a College junior certificate. After the fourth year, students are awarded a C.G.L.I. Group Certificate Part II (final) in Electrical Power Equipment, Electrical Power (testing methods and reliability), Industrial Electronics, and Mathematics.

Recommendation—Certificate-holders may be considered for undergraduate admission with up to 24 credits in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

7. Endorsement to Electrical Technician Certificate—After the fourth year (No. 6 above), a certificate-holder may return for a year's part-time studies (11 hours a week) leading to a College endorsement and to the C.G.L.I. Full Technological Certificate.[37]

8. Mechanical Technician Certificate—Four years part-time, leading to C.A.S.T. certificate and C.G.L.I. group certificates. Admission: three O levels (English Language and Mathematics plus a science or technical subject); or successful completion of PEC (formerly DG) year.

Students who have the O-level requirements enter directly into the second year of the program.

Classwork, first year (PEC program): 12 hours a week; second year: 11 a week (330 for the year); third year: 10; fourth year: 11.

After the second year, students are awarded a C.A.S.T. junior certificate and a C.G.L.I. Part I (basic) Group Certificate in Engineering Drawing and materials, Engineering Science and Mathematics, Engineering Workshop Exercises, and Workshop Processes and Materials. After the fourth year, students are awarded a C.G.L.I. Group Certificate Part II (final) in Engineering Science and Mathematics, Plant Maintenance and Works Services (practice), and Plant Maintenance and Works Services (theory).

Recommendation—Certificate-holders may be considered for undergraduate admission with up to 24 credits in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

9. Endorsement to the Mechanical Technician Certificate—After the fourth year (of No. 8 above), a certificate-holder may return for a year's additional part-time studies (8 hours a week) leading to a College endorsement and to the C.G.L.I. Full Technological Certificate.

---

36. C.G.L.I. is discussed in detail in Chapter Eleven of this volume. See also *United Kingdom*, pp. 101-105, 224-225.
37. Ibid.

10. Radio and Television Technician Certificate—Four years part-time, leading to C.A.S.T. certificate and C.G.L.I. group certificates. Admission: three O levels (English Language and Mathematics plus a science or technical subject); or successful completion of PEC (formerly DG) year.

    Students who have the O-level requirements enter directly into the second year of the program.

    Classwork, first year (PEC program): 12 hours a week; second year: 10 hours a week (300 a year); third year: 12 a week; fourth year: 18 a week.

    After the second year, students are awarded a College junior certificate and a C.G.L.I. Group Certificate Part I (basic) in Mathematics, Radio and Electronics, and Telecommunications Principles. After the fourth year, students are awarded a C.G.L.I. Group Certificate Part II (final) in Electronics Theory (or Electronics Fault Diagnosis), Mathematics, Radio and Television Theory (or Radio and Television Fault Diagnosis), and Testing Methods.

    Recommendation—Certificate-holders may be considered for undergraduate admission with up to 24 credits in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

11. Telecommunications Technician Certificate—Four years part-time, leading to C.A.S.T. certificate and to C.G.L.I. group certificates. Admission: three O levels (English Language and Mathematics plus a science or technical subject).

    Students who have the O-level requirements enter directly into the second year of the program.

    Classwork, first year (PEC program): 12 hours a week; second year: 11 (330 for the year); third year: 12; fourth year: 16.

    After the second year, students are awarded a College junior certificate and a C.G.L.I. Group Certificate Part I (basic) in Mathematics, Radio and Line Transmission, Telecommunications Principles, and Telephony and Telegraphy. After the fourth year, students are awarded a C.G.L.I. Group Certificate Part II (final) in Communication Radio (or Microwave Communication), Mathematics, and Telecommunication Principles.

    Recommendation—Certificate-holders may be considered for undergraduate admission with up to 24 credits in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

12. Endorsement to Telecommunications Technician Certificate—After the fourth year (No. 11 above), a certificate-holder may return for an additional year's part-time studies leading to a College endorsement and to the C.G.L.I. Full Technological Certificate.

13. Electrician's License—One year part-time, leading to statement of attendance. Admission: five years' experience and acceptable education.

    Classwork: 8 hours a week (total of 240).

    This is not an academic qualification.

14. Electronic Techniques Certificate—Two years part-time, leading to C.A.S.T. certificate. Admission: three Jamaica School Certificate subjects (English and Mathematics plus one other subject); or work experience and interview.

    Classwork, both years: 6 hours a week (180 hours a year).

    This is not an academic qualification.

15. Council of Engineering Institutions,[38] Part II examinations—Two years part-time, leading to the C.E.I. Part II exams. Admission: a College diploma or the equivalent.

38. See *United Kingdom*, pp. 179, 194-197.

Recommendation—A person who has successfully completed the Part II C.E.I. exams and obtained corporate membership in one of C.E.I.'s constituent associations may be considered for admission to graduate school.

16. Professional Associations—The College offers courses that lead to membership in the following professional associations:[39] Institution of Electrical Engineers; Institution of Electrical and Electronics Technician Engineers; and Institution of Plant Engineers.

Department of Food Science and Management

The Department of Food Science and Management (formerly the Institutional Management Department) specializes in training programs for persons with career goals in catering and in the management of hotels, restaurants, cafeterias, and other institutions.

1. Institutional Management Certificate—Two years fulltime, leading to C.A.S.T. certificate. Admission: three O levels (English Language plus two other subjects).
   Classwork, first year: 28 hours a week (840 hours a year); second year: 24 hours a week.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of credit in mainly technical subjects as though from career programs in the U.S.A.

2. General Catering Certificate—Two years part-time, leading to C.A.S.T. certificate. Admission: appropriate work experience and educational background and interview.
   Classwork, first year: 11 hours a week (330 a year); second year: 12 hours a week.
   This is not an academic qualification.

3. Child Care and Development Certificate—One year part-time, leading to C.A.S.T. certificate. Admission: appropriate work experience and educational background and interview.
   Classwork: 4 hours a week (120 hours a year).
   This is not an academic qualification.

4. Clothing and Fashion Program—One year, leading to C.A.S.T. statement of attendance. Admission: work experience and interview.
   Classwork: 2 hours a week (60 hours a year).
   This is not an academic qualification.

5. Food Service Organization and Supervision Certificate—Two years part-time, leading to C.A.S.T. certificate. Admission: Institutional Management Certificate, General Catering Certificate, or appropriate work experience.
   Classwork, both years: 4 hours a week (120 hours a year).

   Recommendation—For students otherwise eligible for admission, up to 8 semester credits may be considered for technical subjects as though from career programs in two-year colleges in the U.S.A.

6. Pastry Making—One year part-time, leading to statement of attendance. Admission: satisfactory educational background.
   Classwork: 3 hours a week (total of 90 hours).
   This is not an academic qualification.

39. Ibid.

7. Pastry Making, Advanced Certificate—One year part-time, leading to C.A.S.T. certificate. Admission: completion of pastry making or other appropriate course.
   Classwork: 5 hours a week (total of 150 hours).
   This is not an academic qualification.

Science Department

The Science Department was originally established to provide courses in sciences and mathematics to students in other programs. It now offers several fulltime programs, the most important of them in the allied health professions. The College has been officially designated by the Jamaican Government as the nation's chief institution for training for the allied health professions, and C.A.S.T. is a regional training center for the Pan American Health Organization's program, Commonwealth Caribbean: Regional Project for the Education and Training of Allied Health Personnel.[40]

1. Chemical Technology Certificate—Two years fulltime, leading to a C.A.S.T. certificate. Admission: three O levels (English, Mathematics, and Chemistry).
   Classwork, both years: 29 hours a week (870 a year).

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of transfer credit.

2. Instrument Technology Certificate—Two years fulltime, leading to a C.A.S.T. certificate. Admission: three O levels (English Language and Mathematics plus Physics or Chemistry).
   Classwork, both years: 30 hours a week (900 a year). The program was jointly organized with the Engineering Department and has recently been transferred into that Department. A three-year diploma program may be offered in the future.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of transfer credit.

3. Medical Technology Certificate—Two years fulltime, leading to C.A.S.T. certificate. Admission: five O levels (English Language, Mathematics, Chemistry, and Biology plus one other subject).
   Classwork, first year: 31 hours a week (930 a year); second year (internship), 28 hours a week.
   A three-year diploma program may be offered in the future.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of credit in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

4. Medical Records and Health Statistics Certificate—One year fulltime, leading to a C.A.S.T. certificate. Admission: two O levels (English Language and Mathematics); or relevant hospital experience. The program is sponsored by the Ministry of Health.
   Classwork: 31 hours a week (total of 930 hours), followed by a two-month internship before the certificate is awarded.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to a year of transfer credit in Medical Records Technology as though from career programs in two-year colleges in the U.S.A. NOTE: This recommendation refers only to the one-year program. The College has recently made this a two-year program comparable to its other two-year fulltime certificate programs.

40. See Chapter Ten.

5. Pharmacy Diploma—Three years fulltime, leading to a C.A.S.T. diploma. Admissions: five O levels (English Language, Mathematics, Chemistry, and Biology plus one other subject).

   The program is the major one for the training of pharmacists in the Commonwealth Caribbean and draws students from throughout the West Indies.

   Classwork, first year: 30 hours a week (900 a year); second year: 31 hours a week; third year: 28. In order to be licensed by Jamaica's Pharmacy Council, a student must complete one year of training in an approved hospital after graduation from the College.

   Recommendation—Comparable to completion of three years of undergraduate study in the U.S.A.

6. Laboratory Technician Certificate—Three years part-time, leading to C.A.S.T. certificate. Admission: appropriate educational background and work experience.

   Classwork, first year: 8 hours a week (240 a year); second and third years: 9 hours a week.

   Recommendation—If otherwise eligible for admission, certificate-holders may receive up to 16 transfer credits for the following subjects: Chemistry, Laboratory Management and Techniques, Mathematics, and Physics.

Courses and Credits

The courses at the College of Arts, Science, and Technology require about double the time in class commonly required in American higher education, with a proportionate reduction in private study and homework. Therefore, the number of class hours per term can be halved to arrive at the number of American quarter credits for the C.A.S.T. studies (the College has three terms a year). The number of semester credits is two-thirds the number of quarter credits thus obtained.

The separate recommendations[41] in this volume should be followed in determining credits for programs such as G.C.E. A levels, Association of Certified Accountants, City and Guilds of London Institute, and for other programs leading to external awards not made by the College.

Grades and Transcripts

The C.A.S.T. transcripts indicate the grading scales used and also which examinations are internal and which external.

The College furnishes transcripts upon request. It is generally advisable to ask each applicant for a College prospectus as well because the transcript may not list class hours for each subject.

College of the Bahamas

P.O. Box N4912
Nassau

The College of the Bahamas was established in 1974 as the only institution of higher education in the country. It absorbed the C. R. Walker Technical College, the Bahamas Teachers' College, and San Salvador Teachers' College.

The College has six Divisions: Applied Science, Business and Administrative Studies, Humanities, Natural Sciences, Social Sciences, and Technical and Vocational Studies.

41. The C.A.S.T. Technical Education Department is discussed in Chapter Seven.

Awards

The College makes three types of awards; in addition, students study for external awards.

- Associate Degrees—The associate degree programs are structured on the American model, and the degrees represent the same level of training found in the United States. However, the entrance requirements for these programs in the Bahamas are more demanding than those for most American two-year colleges.
- College Diplomas—The diplomas are awarded for two-year fulltime programs in technical and commercial fields.
- College Certificates—The certificates are awarded for part-time or one-year fulltime programs in technical and commercial fields.
- External Awards—The College also offers many programs leading to external awards, especially for advanced-level subjects of the General Certificate of Education (G.C.E.) and also for degrees of the University of the West Indies, the University of Miami, and Florida International University.

Programs

Associate Degrees

The admission requirement for all associate degree programs is five G.C.E. O-level passes. The three types of degree are the Associate in Arts, the Associate in Science, and the Associate in General Studies. The Associate in Arts in career programs (e.g., Secretarial Science, Business Administration) are comparable to the two-year college career programs in the United States. The College offers no associate degrees in technical fields.

1. Associate in Arts—The major fields are Art and Design, Business Administration (including Accounting and Banking options), English, French, Geography, History, Music, Secretarial Science (including a Book-keeping option), and Spanish.
2. Associate in Science—The major fields are Agriculture, Biological Sciences, Chemistry, Mathematics, and Physics.
3. Associate in General Studies—This program includes a mixture of subjects from Arts and Sciences and is a purely academic degree program.

Recommendation—Graduates may be considered for undergraduate admission with up to two years of transfer credit.

University Transfer Programs

Admission is based on five G.C.E. O levels, which must be appropriate for the field of intended study. The programs are offered in the following fields: Pre-Agriculture, Pre-Business Administration, Pre-Engineering, Pre-Law, Pre-Medicine, and Pre-Veterinary Science.

The programs are generally two years fulltime and may lead either to associate degrees or to the G.C.E. A levels that are required for admission to the appropriate faculty of the University of the West Indies or of British universities.

The evaluation should be based on the educational credentials the student has obtained, whether the associate degree or G.C.E. passes. Care should be exercised not to duplicate credit awards.

College Diplomas

The general admission requirement for diploma programs is the Bahamas School Leaving Certificate. All are two-year programs directly related to the needs of industry and commerce. Diplomas are offered in the following fields: Air Conditioning and Refrigeration, Architectural Technology, Business Administration, Commercial Arts and Advertising Design, Cosmetology, Electrical Engineering Technology, Mechanical Engineering Technology, Plumbing, Secretarial Science, and Welding Engineering.

Recommendation—Comparable to vocational high school studies in the U.S.A.

College Certificates

The admission requirement for certificate programs varies with the field but in general is the Bahamas School Leaving Certificate. Experience and aptitude may be acceptable for admission. The programs are the following: Auto-body Refinishing, Basic Electronics, Book-keeping, Carpentry and Joinery, Electrical Engineering, Light Clothing, Masonry, Mechanical Engineering, Office Assistants, and Stationary Plant Maintenance.

Recommendation—Comparable to high school vocational studies in the U.S.A.

Teacher Training

The College awards a Teachers Certificate for Primary Education and a Teachers Certificate for Junior Secondary Education. The junior secondary teachers may major in any of the following subjects: Art and Crafts, Commerce, English, French, Home Economics, Music, Mathematics, Physical Education, Science, Social Studies, Spanish.

The admission requirement is five G.C.E. O levels. The program was formerly a two-year one, comparable to other two-year programs in the Caribbean, and was certified by the School of Education of the University of the West Indies. It is now a three-year program. In the first two years, the students obtain associate degrees; the third year contains the professional studies in Education (in association with the School of Education of U.W.I.).

External Examinations

1. G.C.E. advanced level—The College offers preparation for A-level exams in Accounting, Applied Mathematics, Biology, Chemistry, Economics, English Literature, Geography, History, Law, Physics, Pure and Applied Math, Pure Math, Spanish, and Technical Drawing.
2. Technical Examinations—The College also offers preparation for examinations of the City and Guilds of London Institute (C.G.L.I.) and the Royal Society of Arts (R.S.A.).

Pre-College Program

The College has a one-year college preparation program for students who do not meet the admission requirements for courses that require five G.C.E. O levels for admission. The admission requirement for the preparatory program is high school graduation or two or three O levels plus a placement test.

The program is high school level work. Successful students who have been accepted into an associate degree or university transfer program are considered by the College to have the equivalent of five G.C.E. O levels.

Degree Programs

The College does not award bachelor's degrees but it has several programs leading to university degrees. The classes are conducted under conditions approved by the universities and with teachers employed by the universities. The programs are as follows:

University of the West Indies—Bachelor of Education.

University of Miami—Bachelor of Education, Bachelor of Business Administration, Master of Education, Master of Business Administration.

Florida International University—Bachelor's degrees in Nursing and Real Estate.

The degrees and courses should be evaluated as for students of the three universities. Transcripts and degrees are entirely in the hands of the universities, not the College of the Bahamas.

Courses and Credits. Courses and credits are defined and organized according to the American system of semester units. Their value is the same as for American semester credits.

College of Jamaica

The College of Jamaica (or, possibly, the University of Jamaica) is a proposed degree-granting institution that would comprise a number of the current non-university institutions of higher and advanced education. The basis for most of the planning for the College of Jamaica has been the studies of the Working Party on Development in Tertiary Education in Jamaica and a report from a review team of Western Carolina University, which at the Ministry of Education's request studied higher education in Jamaica and made recommendations for future development. The most important recommendation in the report, submitted in September 1976, was the following:

> It is recommended that the College of Arts, Science, and Technology, the Jamaica School of Agriculture, the Cultural Training Centre, and the seven teachers' colleges be organized into a co-ordinated collegiate system known as the College of Jamaica and that a Governing Board be established to determine the functions, educational activities, academic programs, etc., and to guarantee the academic standards of any degree awarded.

It was hoped to start the new system as early as possible, but the College of Jamaica had not been set up when the 1978-79 academic year started. Aside from administrative and structural problems to be solved in such a major reorganization of higher education, there has been considerable discussion and disagreement on the roles of individual institutions within the College of Jamaica. There has, however, been broad agreement that the concept of the College is a worthy one. Some of the problems to be solved are the following:

—What role, if any, the University of the West Indies as an institution would have in the development of programs and certification of graduates.

—What role, if any, the Joint Board of Teacher Education would have in the new system if the teacher training colleges became part of a larger institution granting degrees.

—What role the community colleges would have in the College.

At this point, looking at the proposals from the outside, there can be only conjecture as to what form the College of Jamaica will eventually take. However, any or all of the following are possibilities:

(1) The college will be quite separate from the University of the West Indies and will not, in general, duplicate U.W.I. programs.

(2) It will be organized on some kind of credit system that permits the maximum program flexibility and transferability for students.

(3) It will begin by reorganizing and extending current programs rather than by creating new ones (e.g., the three-year diploma programs at the College of Art, Science, and Technology or at the Jamaica School of Agriculture would become four-year degree programs).

(4) Current diploma and certificate programs will continue to exist side by side with degree programs, probably indefinitely.

(5) There will probably develop two-year programs leading to associate degrees or diplomas equivalent to associate degrees.

(6) There will probably be opportunities to prepare for at least part of a degree program at outlying centers, such as the community colleges.

The institutions most likely to start the degree programs are C.A.S.T., the Jamaica School of Agriculture, and the Cultural Training Centre (Jamaica Schools of Art, Dance, Drama, and Music), all of which already have three-year and, in some cases, four-year diploma programs. In particular, their specialist programs for teachers lend themselves more to a speedy change to degree programs than do the general programs in the teacher training colleges.

The establishment of degree programs in the teacher training colleges will probably be delayed considerably. There are educators in Jamaica who doubt the immediate need for degree programs in the colleges, primarily because it would reduce the output of trained teachers greatly, especially for the first few years. More likely, there will be established degree programs, similar to the University's Bachelor of Education program, which would allow practicing teachers to obtain degrees, possibly with part-time study over a period of time. If this occurs, it would probably be a supplement to the U.W.I. program rather than a replacement.

Whatever happens—and whenever it does—the standards should be reliable. The programs will be approved by the Ministry of Education and the College of Jamaica will be officially authorized to grant degrees. The plan is to develop the programs carefully through the Principals and academic departments of the colleges, the central guidance of the College of Jamaica authorities, the Ministry of Education, and possibly with experts from the University of the West Indies and even other universities (e.g., educators from Canada and the United States).

Community Colleges of Jamaica

Browns Town Community College
Browns Town
St. Ann

Excelsior Community College
137 Mountain View Avenue
Kingston 3

Knox Community College
Spaldings
Clarendon

Montego Bay Community College
Montego Bay
St. James

There are four community colleges in Jamaica offering programs of postsecondary education. It is possible that the number will be increased to as many as 12 in the next few years. The community colleges were instituted in 1974 with the following functions as defined by the Ministry of Education:[42]

42. "The Community College—Concept, Objectives, and Other Points of Interest," Ministry of Education, 1975.

—The preparation of students for entry into education;

—the provision of career training;

—the provision of continuing education with special emphasis on the needs of the local community.

The community colleges have been seen as offering wider Sixth Form programs than G.C.E. advanced-level preparation, which is the principal purpose of Sixth Form education. The offerings of the community colleges include not only G.C.E. preparation and employment-related programs but also programs offered elsewhere in institutes of higher and advanced education. The studies are aimed at students who have completed the fifth year of secondary school. Both academic and employment-related programs prepare students either for entry into higher education (e.g., University of the West Indies, College of Arts, Science, and Technology) or for direct entry into employment.

Programs

Most programs are two years fulltime, and most can be followed part-time as well. The programs offered by the colleges (1977) are the following:

Browns Town Community College

Pre-University—A-level preparation, Business Education, Business Management, (including tourism), Agriculture, General Education.

Job Preparation—Business Education, Business Management (including tourism), Agriculture.

Continuing Education—G.C.E. O-level and A-level preparation, English, Practical Mathematics, Typewriting and Accounts.

Excelsior Community College (EXED)

Pre-University—A-level preparation, Business Education, Library Assistant.

Job Preparation—Teacher Education (three years, leading to certification), Nursing (three years, leading to registration), Business Education, Library Assistant, Crafts (i.e., vocational fields), out-of-school education (for students aged 15 to 19).

Knox Community College

Pre-University—A-level preparation, Business Education, Dental Technology.

Job Preparation—Business Education, Building Construction, Dental Technology, Library Assistant.

Continuing Education (all part-time)—G.C.E. O-level and A-level preparation, Basic English, Yoga, Shorthand and Typewriting, Spanish, technical/practical (craft) studies.

Montego Bay Community College

Pre-University—A-level preparation, Business Education.

Job Preparation—Business Education.

Program Content

The programs for job preparation are in many cases the same as those for pre-university studies, preparing students in Business Education and Agriculture, for example, for entry into the College of Arts, Science, and Technology (C.A.S.T.) or the Jamaica School of Agriculture. The preparation for G.C.E. examinations is also generally aimed at admission to the University of the West Indies (U.W.I.) or into specific programs of other institutions of higher and advanced education.

The Business Education courses include the following subjects: Accounts, Commerce, Commercial Mathematics, Office Practice, Shorthand, Spanish, and Typing. They can be either one year or two years in length. One-year programs generally prepare students for direct entry into employment as clerks and typists; two-year programs prepare students either for employment or entry into advanced programs (at C.A.S.T., for example).

Current and Future Development

There is wide agreement in Jamaica that the community colleges, new as they are, are already an important and useful branch of the Jamaican educational system and the future will bring nothing but growth and expansion.[43] New programs are being constantly added, so much so that the program lists in this section can be considered only examples.

Already community colleges are being articulated with the institutes of higher education, especially with C.A.S.T. If the proposed College of Jamaica is set up,[44] it is likely that the community colleges will eventually be included in it.

Community college programs are and will remain for some time the most difficult programs to evaluate. No specific and detailed guidance can be given here because not only are new programs being added—even new colleges soon to open—but there are ongoing changes in the programs themselves, particularly with respect to articulation with programs elsewhere. The following are general guides for evaluating community college programs:

- Many programs require no independent evaluation because they lead to recognized qualifications—e.g., the G.C.E.
- Most employment-related programs are not now true academic qualifications and do not merit credit transfer. However, two-year programs should be inspected carefully. It is especially recommended that programs in fields offered by the College of Arts, Science, and Technology be checked out carefully. Either C.A.S.T. or the community college can, upon request, give specific information on articulation for a program. In cases of articulated programs, credit may be given the community college student on the same basis as a C.A.S.T. student.
- The completion of any two-year fulltime program that is employment-related (or the equivalent) should be considered at least equivalent to high school graduation; in most cases, the students will have the equivalent of a high school diploma before entering the program.

---

43. However, they have not, in general, been found quite so successful in the centralization of Form VI education, which has been carried on in many schools. This function of community colleges may be reduced in the future.

44. Discussed in the preceding section of this chapter.

Critchlow Labour College

Non Pariel Park
Georgetown
Guyana

Critchlow Labour College provides training in general education and in profession-related subjects for members of trades unions and the trades union movement. It offers the following courses:

1. Diploma in Industrial and Social Studies—36 weeks fulltime (900 hours) leading to diploma. It is expected that the diploma will be accepted for admission to the University of Guyana in the Faculty of Social Sciences.
   Subjects: Economics, English, Industrial Relations, Industrial Sociology, Introductory Accounting, Mathematics, and Political Philosophy (by lectures and seminars).
   Recommendation—Comparable to high school level studies in the U.S.A.
2. Certificate in Industrial and Social Studies—36 weeks part-time (500 hours) leading to certificate.
   Subjects: Accounts, Economics, English, Industrial Relations, Mathematics, and Sociology (by lectures and seminars).
   Recommendation—Comparable to high school level studies in the U.S.A.
3. Communication and Effective Speaking—A 12-week course in public speaking, including studies of chairmanship, communication, speech construction, and speech delivery.
   This is not an academic qualification.
4. Clerical Office Practice—A 12-week course in general office skills and problem solution, including basic banking principles, business English, handling communication, human relations, office machines, office organization, personal qualities in the office, and speech.
   This is not an academic qualification.
5. Industrial Relations and Sociology—A 12-week course in industrial relations, labor law, and related topics.
   This is not an academic qualification.
6. Supervisory Training—A 12-week course in leadership techniques and skills for supervisory personnel, including communication, industrial relations, and principles and practice of management.
   This is not an academic qualification.

Eastern Caribbean Institute of Agriculture and Forestry

Centeno
via Arima
Trinidad

The Institute (formerly known as the Eastern Caribbean Farm Institute) was established in 1954 as a regional institution under the Colonial Development and Welfare Fund, with assistance from the Carnegie Corporation. It became a national institution in 1964. The name was changed in 1969 with the addition of the Forestry School.

There are two programs at the Institute, each two years fulltime, leading to a Diploma in Agriculture and a Diploma in Forestry.

The admission requirement is five G.C.E. O-level passes, including English Language and Mathematics. A science subject is required for the forestry program, and will soon be required for the agriculture course as well.

1. Diploma in Agriculture—The first year of the program includes 930 hours of study, about two-thirds of it in classroom work and one-third in practical (laboratory and field) work. The core of academic subjects includes Botany (87 hours), Chemistry (100 hours), Genetics (20 hours), Sociology (24 hours), Soil Fertility (56 hours), and Zoology (87 hours). The other subjects relate to Agricultural and Soil Science, including Agricultural Botany, Engineering, and Zoology.

   The second year consists of 623 hours of study in the five major areas of Crops, Engineering, Extension Methods, Farm Management, and Livestock, along with seminars in Agricultural Research Methods, Human Nutrition, and Labour Relations and Labour Management.

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to two years of transfer credit.

2. Diploma in Forestry—The forestry program is structured on the same lines as the one in agriculture; in the first year the two programs share a substantial percentage of coursework.

   The second year is taken up entirely with forestry subjects: Administration and Management, Forest Botany and Ecology, Forest Engineering, Forest Influences, Forest Management, Forest Policy, Forest Utilization, Law, Silviculture Systems, and Surveying.

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to two years of transfer credit.

Government Technical Institute (Guyana)

Georgetown:
Woolford Avenue
Non Pariel Park
Georgetown

New Amsterdam:
Garrison Road
Ford Ordnance
Canjie, Berbice

The two technical institutes in Guyana are the major sources of trained technicians and craftsmen for the country. The center in Georgetown, which was founded in 1951, is generally known as the Technical Institute Georgetown or simply as the Government Technical Institute. The New Amsterdam center, which opened in 1971, is generally known as the New Amsterdam Technical Institute.

In Georgetown, there are craft and technician courses at the secondary level, and courses for skilled operatives. In New Amsterdam, there are only courses at the vocational secondary and skilled worker levels. Higher technical studies are available through the Faculty of Technology of the University of Guyana, with which the technical institutes cooperate. The demand for technical training at the job-entry level is far greater in Guyana than the available training resources, and the government is introducing technician, craft, and operative courses into the secondary schools as widely and rapidly as it can. The Technical Institute Georgetown annually gets more than 4,000 applicants for about 800 places.

Types of Course

Courses are offered in five fields: Building and Civil Engineering, Business Education, Electrical Engineering, General Education, and Land Surveying.

Fulltime programs are principally designed to prepare students with secondary credentials for direct entry into skilled employment. They involve two or three years' study of 40 weeks a year. The programs are all terminal in nature but designed to permit graduates to continue with higher technical training, especially through the programs of the University of Guyana. Part-time courses cater to individuals already placed in industry. They are structured as follows:

Day Release—Attendance one day a week for three terms a year; they are especially suitable for apprentices.

Evening—Attendance three evenings a week for three terms a year.

Block Release—Fulltime study for 12 weeks a year with the remaining 40 weeks spent in industry.

Awards

Certificates and diplomas are awarded by the Institute for most craft and technician programs and for all courses for operatives. Many of the programs in craft and technician skills lead to external examinations and certificates of the City and Guilds of London Institute in Building, Mechanical, and Electrical Engineering. The Royal Society of Arts examinations are taken by some students in business and secretarial fields.

Admissions

Admission to the Land Surveyor Technicians' Diploma course requires at least four G.C.E. O levels, including English Language and Mathematics. Other advanced technical courses, both in technology and in business, require G.C.E. O levels for admission, including Mathematics and English Language. The precise number is unstated because the fact of competition (up to 10 applicants for every available place) ensures that every student has from three to five G.C.E. O levels, more in the advanced courses. Admission to other courses is based on secondary education: Preliminary Certificate, College of Preceptors Certificate, and completion of Form V. Admission to courses for operatives is not necessarily based on academic qualifications.

Programs Leading to Guyanese Awards

1. Land Surveyor Technicians' Diploma—Three years fulltime leading to diploma. Admission: four O levels, including English Language and Mathematics.

   Graduation is comparable to completion of the first year of the Higher Technical Diploma of the University of Guyana.

   Recommendation—Diploma-holders may be considered for up to 2-2½ years of transfer credit.

2. Land Surveying Technician Certificate—Two years evening leading to certificate. Admission: O levels, including English Language and Mathematics.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of credit in mainly technical subjects as though from career programs in the United States.

3. Diploma in Secretarial Science—Two years fulltime or three years evening leading to diploma. Admission: completion of secondary education.

Recommendation—Diploma-holders who are accepted by colleges in the United States may be considered for some credit based on syllabus review or by other validating measures.

4. Ordinary Diploma in Commerce—Three years evening leading to diploma. Admission: four O levels, including Mathematics and English Language (or English Literature) plus two other relevant subjects.

   It is comparable to an Ordinary National Diploma in Britain.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to one year of credit in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

5. Ordinary Diploma in Science—Two years fulltime leading to diploma. Admissions: four O levels, including Mathematics and English Language (or English Literature).

   It is comparable to an Ordinary National Diploma (O.N.D.) in Britain[45] (or an Ordinary Diploma awarded overseas by the City and Guilds of London Institute).

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to one year of credit in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

6. Architectural and Building Technician Certificate—Two years evening leading to certificate. Admission: O levels, including Mathematics and English Language (or English Literature).

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to 24 semester credits in mainly technical subjects as though from career programs in two-year colleges in the U.S.A.

7. Refrigeration Practice Craft Certificate—Two years day release leading to certificate. Admission: secondary education.

   Recommendation—Comparable to high school vocational studies in the U.S.A.

Programs Leading to C.G.L.I. Certificates

Certificates of the City and Guilds of London Institute are based on international examinations conducted by the C.G.L.I. The certificates are most often awarded for single subjects.[46]

Grouped-subject certificates are awarded as follows:

- Ordinary Certificate—Comparable to an Ordinary National Certificate in Britain.
- Ordinary Diploma—Comparable to an Ordinary National Diploma in Britain.
- Full Technological Certificate—Comparable to a Higher National Certificate in Britain.[47]

Many of the programs in Guyana that lead to C.G.L.I. certificates are based on fulltime programs that are comparable to completion of a vocational high school program in the United States, even when an individual has entered the Technical Institute with credentials already equivalent to high school graduation in either Guyana or the

45. For O.N.D. recommendations, see *United Kingdom*, p. 227; for C.G.L.I., see *United Kingdom*, pp. 98-99, and Chapter Eleven of this volume; for G.C.E. A-level recommendations, see Placement Recommendations.

46. See Chapter Eleven.

47. Recommendations for evaluation of these awards is given in *United Kingdom*, pp. 225, 227; see also Chapter Eleven of this volume.

United States. In the lists below, a separate recommendation is made for such programs; the C.G.L.I. certificate should then be evaluated by itself.[48]

1. Fulltime Programs, all two years:

   Craft Certificates—Agricultural Mechanics, Carpentry and Joinery, Concrete Practice, Electrical Installation, Fitting and Machining, Motor Vehicles, Plumbing, Radio and Electronics Servicing, and Welding.

   Recommendation—These programs are comparable to high school vocational studies in the United States. C.G.L.I. certificates should be evaluated for possible transfer credit.

   Technician Certificates—Ordinary Diploma in Building and Civil Engineering, Ordinary Diploma in Electrical Engineering, Ordinary Diploma in Mechanical Engineering.

   Recommendation—Evaluation according to the guidelines for the Ordinary Diploma of the C.G.L.I.

2. Part-time Programs (based on evening, day-release, and block release structures):

   Craft Certificates—Agricultural Mechanics (3 years); Carpentry and Joinery (5 years); Concrete Practice (4 years); Electrical Installation (day release, 5 years); Electrical Installation (evening, 3 years); Fitting and Machining (4 years); Plumbing (3 years); Radio and Electronics Servicing (3 years); Welding (3 years).

   Recommendation—These programs are comparable to vocational high school studies in the U.S.A. C.G.L.I. certificates should be evaluated separately for possible transfer credit.

   Technician Certificates—Construction Technician Certificate (4 years, evening and day release); Electrical Engineering Certificate (4 years, evening and day release); Mechanical Engineering Certificate (4 years, evening and day release); Telecommunication Technician Certificate (3 years, evening).

   Recommendation—Evaluation according to the guidelines for single-subject certificates of the City and Guilds of London Institute.[49]

Curriculum Example

Ordinary Diploma in Commerce

The program can be taken two years fulltime or three years in the evening. The admission requirement is four G.C.E. O levels, including Mathematics, English Language (or English Literature), and two other relevant subjects. Table 10 gives the subjects and hours a week, with the major subjects as designated by the Technical Institute.

Courses and Credits. Programs leading to Guyanese diplomas and certificates are structured in subjects and hours a week for an entire year. The number of classroom hours is double the usual number in the United States. In determining the number of transfer credits, the annual class hours should be equated one for one to semester units in the United States (in effect, this multiplies the semester units by ½).

Transcripts and Grades. The Institutes issue transcripts that state the subjects, the class hours, and grades.

---

48. C.G.L.I. is discussed in Chapter Eleven of this volume and in *United Kingdom*, pp. 98-99.

49. Ibid.

Table 10

Curriculum, Ordinary Diploma in Commerce, Government Technical Institute, Georgetown

First Year		Second Year	
Subject	Hrs./Wk.	Subject	Hrs./Wk.
Accounting I*	6	Accounting II*	5
Business Management I*	4	Business Management II*	4
Business Mathematics	4	Commercial Law	4
Economics I*	5	Economics II*	4
English Language	3	English and Project Work	4
Law of Meetings*	4	Marketing and Advertising	4
Taxation	4	Statistics	5
Total	30	Total	30

SOURCE: Government Technical Institute, Georgetown.
*Major subject.

There are two grading scales, one for courses in business education and one for other programs, as follows:

Business Education		U.S. Equivalent	Other Programs
80-100	pass with distinction	A	A 80-100 distinction
60-79	credit	B	B 60-79 very good
45-59	pass	C	C 48-59 pass
40-44	minimal pass	D	(no D equivalent)
0-39	fail	F	F 0-47 fail

Guyana Industrial Training Centre

Woolford Avenue and Albert Street
Non Pariel Park
Georgetown

The Guyana Industrial Training Centre opened in 1968 financed by a three-year grant from the United States Agency for International Development. The program and the finance had been developed through the cooperation of the Guyana Trades Union Congress and the American Institute for Free Labor Development. When the grant expired, the Guyanese Government took responsibility for the school, first under the Ministry of Labour and Social Security and then under the Ministry of Education and Social Development.

The school is incorporated as a private, non-profit organization with the purpose of providing industrial education to Guyanese citizens.

Admissions

The only formal admission requirements are that students must be between 18 and 45 years old and have "the ability to profit from the instruction regardless of their prior education or training."[50] In practice, students with College of Preceptors or Preliminary Certificate qualifications are preferred; students with G.C.E. qualifications are encouraged to apply to the Government Technical Institute. There is an entrance test as well, and in 1977 there were 800 persons tested for admission to 240 places (150 fulltime, 90 part-time).

Programs

Fulltime programs are 1,200 hours, part-time programs 600 to 625. Training is given in the following fields: Carpentry, Heavy Equipment (operation and maintenance), Electricity, Masonry, Plumbing, and Welding.

Fulltime programs are comparable to a full year of vocational high school studies in the United States, and part-time programs to half a year. Certificates are not alone comparable to high school graduation, but the training is of a high caliber for industrial purposes.

Transcripts and Grades. Transcripts list subjects, hours, and grades. The scale of grades is the following:

		Grade Points			Grade Points
A	excellent	4	D	passing	1
B	above average	3	F	failing	0
C	average	2	I	incomplete	
			W	withdrawal	

Guyana School of Agriculture

Mon Repos
East Coast Demerara

The Guyana School of Agriculture was founded in 1963 to provide trained agricultural technicians and teachers of agriculture, to train farmers in better methods, and to provide in-service training for workers of the Ministry of Agriculture.

Curriculum

The courses for all programs include the following: Agricultural Economics (including Farm Management and Marketing), Agricultural Engineering (machinery and equipment), Animal Husbandry, Basic Food Science and Technology, Co-operatives, Crop Husbandry, Economics, English, Entomology, Experimental Methods, Extension Education, Farm Book-keeping and Accounts, Grassland Husbandry, Mathematics (Algebra, Arithmetic, Calculus, Geometry, Trigonometry), Microbiology, Natural Sciences (Biology, Chemistry, Physics), Plant Pathology, Rural Sociology, Soil and Water Conservation, Soils, Veterinary Science.

Programs

1. Diploma in Agriculture—Two years fulltime leading to the diploma. Admission: four G.C.E. O levels (including English Language) or two G.C.E. O-level science subjects plus seven College of Preceptors subjects (including English).

50. "General Information Handbook," Guyana Industrial Training Centre, p. 11.

The diploma program is dovetailed with the University of Guyana's bachelor's degree program in Agriculture.[51] Graduates of the Guyana School of Agriculture program can enter the third year of the University program; students who complete the first two years of the University program can receive a Diploma in Agriculture.

Recommendation—Diploma-holders may be considered for undergraduate admission with up to two years of transfer credit.

2. Certificate in Agriculture—Two years fulltime leading to the certificate. Admission: Preliminary certificate or five College of Preceptors subjects.

Recommendation—Comparable to high school vocational studies in the U.S.A.

Burnham Agricultural Institute

The Burnham Agricultural Institute is affiliated with the school. It offers one-year programs to farmers with an admission requirement of completion of primary school and some study of science. Its certificate is not an academic qualification.

Hotel School (Barbados)
Bridgetown

The Hotel School, operated by the Ministry of Education in Barbados, has offered a variety of programs to prepare people for work in the hotel, restaurant, and tourist industry. Most programs have been of an apprentice nature, and current programs are largely run on a day-release or sandwich arrangement (i.e., interspersing periods of study with regular employment).

There is a two-year course to prepare people for middle management work in hotels; all other programs are from a few weeks to a year in length.

Among the courses are the following: Advanced Cook, Basic Cook, Bell Boys, Cook Housekeeper Trainees, Cook Maids, Food and Beverage, Housekeeping, Middle Management, Personnel Supervisors, Receptionist, Room Maid Refresher Course, Room Maids, and Waiters.

These are not academic qualifications but the studies represent adequate preparation for work in the individual fields.

Housecraft Centre (Barbados)

Bay Street
Bridgetown

The Housecraft Centre was set up in 1945 to provide training in Domestic Science for teachers, workers in domestic occupations, and homemakers. The courses include the following:

—One year fulltime for "seniors" (i.e., practicing teachers and others with full secondary education) in domestic cookery and home management.

—One year fulltime for "juniors" (students with lower academic qualifications).

—Evening Institute classes for adults, usually once a week for 11 weeks, in food and nutrition, home management, laundry and textiles.

—Six-month night classes in domestic science.

51. See Chapter Eight.

—Three-month training in domestic service in cookery, home management, laundrywork, household needlework, and use of household equipment.

There are branches of the Housecraft Centre throughout the islands. Certificates are awarded and endorsed by the Ministry of Education for all subjects, and most students of the fulltime courses take examinations in Cookery and Home Management of the City and Guilds of London Institute.

The programs do not lead to academic qualifications. However, for fulltime students who are qualified teachers, it is a qualification for teaching Domestic Science. C.G.L.I. certificates should be evaluated according to the guidelines on C.G.L.I. in Chapter Eleven.

Imperial College of Tropical Agriculture

The Imperial College of Tropical Agriculture was founded in 1921 as the West Indies Agricultural College in St. Augustine, Trinidad. The name was changed to the Imperial College in 1924, and the institution received a royal charter in 1926. It was the only institution specializing in tropical agriculture in the British Commonwealth at the time and received students from all over the world. It was financed by the member territories of the British Commonwealth, with Britain matching the contributions pound for pound. The college was absorbed by the then University College of the West Indies in 1960 and became its Faculty of Agriculture.

The awards made by the Imperial College were treated as having the following equivalents:

Diploma of the Imperial College of Tropical Agriculture	Bachelor's Degree in Agriculture
Diploma of the Imperial College of Tropical Ag.—Sugar Technology	Bachelor's Degree in Agriculture (specialty in Sugar Technology)
Diploma of Associateship of the Imperial College of Tropical Agriculture	Two-year Master's Degree in Tropical Agriculture
Diploma of Associateship of the Imperial College of Tropical Agriculture—Sugar Technology	Two-year Master's Degree in Tropical Agriculture (specialty in Sugar Technology)
Diploma in Tropical Agriculture[52]	One-year of graduate study in Tropical Agriculture by coursework
Special Course for Members of the Colonial Agricultural Service	One year's postgraduate study in Agriculture (no degree)

Jamaica School of Agriculture

Spanish Town
St. Catherine

The Jamaica School of Agriculture was founded in 1910 as the Government Farm School, a name it retained until 1939. Before 1957, it was located at Hope Gardens, now the site of the College of Arts, Science, and Technology.

The school has articulation agreements with the University of the West Indies and the Tuskegee Institute (in the United States). Graduates from the current Associate

52. See article on U.W.I., Chapter Eight.

Degree program enter the second year of the three-year U.W.I. degree program in agriculture (in effect, two years' advanced standing); they receive up to two and a half years' advanced standing at Tuskegee. Because of these articulation agreements, graduates of the School do not often seek admission to degree programs elsewhere.

Admissions

The current admissions requirement is based on G.C.E. O levels with passes in appropriate subjects. Exceptions are occasionally made for students with the Jamaica School Certificate, particularly when there is background in agricultural studies at other schools.

Current Programs

1. Pre-Semester Program—Prospective students of the school spend one term in preparation before entering diploma programs. The pre-semester term runs from September to December, with new diploma classes starting in January. The program is demanding and many students fail to qualify to enter diploma programs.
2. Diploma in Agriculture—Two years fulltime leading to the school's diploma. It is primarily a practical, career-oriented program and is comparable to the two-year diploma programs at the Guyana School of Agriculture and the Eastern Caribbean Institute of Agriculture and Forestry.
3. Diploma in Household Science—Two years fulltime leading to the school's diploma. It is a program in domestic science comparable to a two-year career program in a community college in the United States.
4. Diploma in Agricultural Science—Three years fulltime leading to the school's diploma and a teaching qualification.[53]
5. Associate Degree in Agriculture—Three years fulltime leading to the associate degree. The program contains elements similar to those for the diploma program but includes more theoretical science and agriculture.
6. Associate Degree in Household Science—Three years fulltime leading to the associate degree. It is an extension of the diploma program.

Recommendations—Holders of the two-year diplomas may be considered for undergraduate admission with up to two years' credit as for graduates of career programs in two-year colleges in the United States. Holders of associate degrees may be considered for admission with up to two and a half years of credit.

Former Programs

The Diploma in Agriculture program was formerly three years in length with standards approximately the same as the current two-year program. Admission was based on the Third Jamaica Local Examinations, the Second Jamaica Certificate of Education, or the Cambridge School Certificate. For admission and transfer purposes in American institutions, graduates of the former three-year diploma program should be treated the same as graduates of the current two-year diploma program.

For a short time, there was a one-year program that was part of the degree program at the University of the West Indies. Students completing the first year of the program at St. Catherine took examinations through U.W.I. and then completed the last two years of the degree program at the University.

53. See p. 81.

Schools With Related Programs

The following schools offer secondary-level programs related to those of the Jamaica School of Agriculture: Carron Hall Vocational School for Girls, Goodwill Home Economics Training Centre, Knockalva Agriculture Training Centre, Lucea School of Home Economics, Rosedale Housecraft Training Centre, St. Ann Housecraft Training Centre, Westmoreland Housecraft Training Centre, and Y.W.C.A. School Leavers Institute.

The Knockalva Centre provides training in Agronomy, Animal Husbandry, Dairy Farming, Farm Mechanics and Carpentry, Mixed Farming, and supporting and related subjects. Some of the graduates qualify for admission to the Jamaica School of Agriculture.

In the home economics schools, examination of many subjects is external: Jamaica School Certificate, Union of Lancashire and Cheshire Institutes, and the City and Guilds of London Institute.

Jamaica School of Art

Cultural Training Centre
1 Arthur Wint Drive
Kingston 5

The Jamaica School of Art, operated by the Institute of Jamaica, was founded in 1950 to conduct part-time courses in art and design. It began offering fulltime courses in 1962. The school's major goals are to provide education in two-dimensional and three-dimensional art and to play a leading role in the development of art appreciation and an esthetic sense in the nation. The fulltime courses lead to teaching qualifications under the Ministry of Education.

Programs

1. Foundation Year—All students pursuing fulltime courses must spend their first year in the foundation course, which is heavily theoretical. Following the foundation year, students choose the area of specialization on which they will concentrate during the remainder of their programs.

2. Diploma—The program is four years long (including the foundation year) and leads to the Diploma of the Jamaica School of Art. The diploma carries with it a teaching qualification with the Ministry of Education that is, in salary scale, equivalent to a bachelor's degree.

   After the foundation year, each student spends the second year rotating through the departments in order to become acquainted with all of the branches of art taught at the school. In the final two years, students specialize in Ceramics, Graphic Design, Jewelcraft, Painting, Sculpture, or Textiles and Weaving. History of Art is studied during all four years and Art Education for two years.

   The basic admission requirement is at least three G.C.E. O-level passes including English Language. Prospective students must also pass an entrance examination and present a portfolio. Overseas students from countries in which G.C.E. exams are not conducted must submit a transcript of previous studies and a portfolio (the Scholastic Aptitude Tests are considered for applicants from North America).

3. Certificate—The program is also four years long (including the foundation year) and leads to the Certificate of the Jamaica School of Art. The certificate carries

with it a teaching qualification with the Ministry of Education that is in a salary scale equivalent to graduation from the two-year teacher training colleges.[54]

After the foundation year, students specialize for the final two years. The years of specialization include two years of study and practice in arts and crafts education.

The basic admission requirement is success in the entrance examinations; also, a portfolio must be submitted.

4. Part-time Courses—There are part-time studies in Ceramics, Graphics, Jewelcraft, Painting, Photography, Screen Printing, Sculpture, and Textiles; the courses do not lead to professional or academic qualifications. Applicants must demonstrate artistic aptitude, either through a portfolio or through a pass in Art in the G.C.E., Jamaica School Certificate, or other exams.

Departments

The following are the school's departments, with the subjects offered in each:

Ceramics—Commercial Pottery, Firing and Types of Kiln, Freeform Pottery, Glazing, History and Functions of Pottery, Mosaic Tiles, Mural Design, Preparation of Clay, and Studio Pottery.

Graphic Design—Commercial Illustration, Intaglio, Layout and Lettering, Lithography, Photography, Printmaking (including etching), Screen-Printing, and Typography.

Jewelcraft—Design, Drawing and Modeling, Enameling, Engraving, Etching, History of Jewelcraft, Mounting of Stones, Setting, and Silversmithing.

Painting—Drawing, Etching, Life Drawing, Lithography, Mural Painting, Painting (landscape, portraiture, life), Pictorial Composition, and Still Life.

Photography—Part-time courses.

Sculpture—Architectural Drawing, Casting, Life Drawing, Metal Sculpture, Modeling in Clay, Plaster and Cement, Scale Drawing, Terracotta, and Woodcarving.

Textiles—Batik, Coiling, Crochet, Embroidery, Freeform Weaving, History of Society and Clothing, Knitting, Non-loom Weaving, Patchwork Applique, Quilting, Silkscreen, Tie and Dye, and Twining.

Curriculums

Foundation Course

The following is a brief outline of the foundation year, covering three terms equivalent to quarters in the United States. Transcripts from the Jamaica School of Art give details of subjects and hours of classroom work per term.

First Term—Form, shape, and tone, including their function in two-dimensional and three-dimensional work, perspective and practice.

Second Term—Color and tone (including color theory, optics, lighting, and theory of light) and texture and its use in various forms and space.

Third Term—Materials, line, movement and texture in theory, and practice in two-dimensional and three-dimensional artwork.

---

54. See Chapter Seven.

Art Education

The basic two-year course, taken during the three years after the foundation year of either the diploma or the certificate program, is three hours a week for six terms, thus comparable to 18 quarter credits or 12 semester credits in the United States.

Students who specialize in art education must take additional courses in English and in education beyond the basic requirements in the study of art and in the Art Education course.

Art Education I—The name of the course is "Learning About Jamaican Children." The following is a brief outline:

First Term—children aged 5 and under: observations in schools, hospitals, day-care centers; written assignments on observations; lesson planning; practice lessons; readings in art education; study of the age group.

Second Term—primary school (ages 5 to 12): observations of primary and preparatory schools; lesson plans; practice lessons; study of methods and materials; readings in primary and art education; study of the age group.

Third Term—secondary school (ages 12 to 16): observations in all types of secondary school; lesson plans; practice lessons; study of secondary art curriculum; readings in secondary education and art education; study of the age group.

Art Education II—The second year of the course concentrates on classroom work for the teacher: activities, classroom procedures, materials and resources, lesson plans, art, and psychology and sociology for different age groups. The third year is for practice teaching, with great concentration on methods of teaching arts and crafts and with classes on each of the many branches of art work.[55]

Specialty Fields

As examples of the curriculums for specialization, Tables 11 and 12 show the required subjects and credits for a major and a minor in textiles. All students must have completed the foundation year before specializing, and candidates for the diploma must have completed a second year of rotation through the departments. (The Textile Department, like other departments, offers a five-week course for the rotating second-year diploma students.)

Credits. The Jamaica School of Art has converted to a credit system modeled on the system common in the United States. Each hour of lecture per week per term is equal to one credit. Since there are three terms a year, the credits are quarter credits in the American sense. The average load is about 51-60 quarter credits (34 to 40 semester credits) a year, with the average about 54 (36 semester credits). The credits should be given full value in transfer to American institutions. If a transcript does not show credits (for studies before the change to the credit system), credit for individual subjects may be determined on the basis of 30 to 36 semester credits for a year, and by using Tables 11 and 12 as a guide.

It is possible for a student to have a "double major" (for example, both weaving and printed textiles options in the Textile Department). When a student has a double specialty, he or she often begins the specialization in the second year rather than the third year of the diploma program, with special permission. The extra option means greater actual time in studying (weekends, summer school, etc.), so the student will finish with a greater number of credits than is common.

55. The education courses at the four schools of the Cultural Training Centre are being made a core program to develop team teaching in the arts. See also articles on the Jamaica Schools of Dance, Drama, and Music.

Table 11

Courses for Weaving and Printed Textiles Major, Jamaica School of Art

Required Subjects:

	Terms	Credits		Terms	Credits
Art Education	6	18	Personality, Society and Clothing	1	3
Costume History	1	3	Plant Drawing	3	3
Fashion Illustration	1	1	Printed Textiles A	1	3
Field Study	2	4	Printed Textiles B	1	3
History of Art	4	12	Textile Fibers and Properties	2	2
Interior Design	3	9	Textile History	5	15
Life Drawing	2	2	Weaving A	1	3
Natural, Synthetic Dyeing	2	4	Weaving B	1	3

Electives (2 of 4 required):

	Terms	Credits		Terms	Credits
Basketry/Beading	1	3	Layered Textiles	1	3
Flat Pattern Drafting	1	3	Non-Loom Weaving, Stitchery	1	3

Options (1 required):

Weaving Option: Weaving C, D, E, F, 4 terms, 16 credits.
Printed Textiles Option: Printed Textiles, 4 terms, 16 credits.

Optional Course: Independent Study, 4 terms, 4 credits.

Basic requirements:	88 credits
Electives:	6 credits
Option requirements:	16 credits
Required for graduation:	110 credits

Table 12

Courses for Textiles Minor, Jamaica School of Art

Subjects	Terms	Credits
Printed textiles A	1	3
Weaving A	1	3
Printed textiles B	1	3
Weaving B	1	3
Natural, Synthetic Dyeing	2	4
Field study	2	4
Electives	2	6
Total Required for Minor		26

Transcripts and Grades. The school furnishes American-style transcripts upon request. The school uses a grading scale of A to F, with F as failure. Credits and grades are converted into grade-point averages as in the United States, and a student must maintain a 2.0 (C) average to remain in good standing. The school's grade-point scale is as follows:

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A− = 3.7	B− = 2.7	C− = 1.7	D− = 0.7
B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0

Summary. The Diploma in Art is comparable to the Diploma in Art and Design in Britain, which has long held official first-degree equivalency.[56]

The certificate is comparable to the completion of three years of university-level studies even though it is a four-year program.

The studies in education are comparable to the undergraduate sequence in theory and practice of education common in American colleges, but there is not as much practice teaching as found in other Caribbean teacher training programs.

Jamaica School of Dance

Cultural Training Centre
1 Arthur Wint Drive
Kingston 5

The Jamaica School of Dance, operated by the Institute of Jamaica, provides training for performers and for teachers of dance. It also provides courses emphasizing the recreational purposes of dance.

Programs

1. Diploma for Teachers of Dance—Three years fulltime (four part-time) leading to diploma and qualification as a teacher. Admission: the same as for teacher training colleges.

   The fulltime program has five hours of classwork a day, and the part-time has four.

   Recommendation—May be considered for undergraduate admission with up to three years of transfer credit.

2. Diploma or Certificate of the School of Dance (performer)—Three years fulltime leading to the certificate or four years fulltime leading to the diploma (up to five years part-time). Admission: proof of good basic education and demonstration of outstanding movement potential.

   Recommendation—Placement or credit for persons otherwise eligible may be considered in accordance with institutional policies regarding students from performing arts schools.

3. Performer-Teacher Certificate—Two years fulltime leading to the certificate. The program prepares practicing teachers as teachers of dance.

   Recommendation—For teachers otherwise eligible for admission, up to a year's credit in dance techniques and theory, including methods of teaching dance.

4. Certificate of Merit—One-year part-time leading to certificate. This is an in-service course for teachers.

---

56. See *United Kingdom*, pp. 72-73.

Recommendation—For teachers otherwise eligible for admission, 3 semester credits in transfer for methods of teaching dance.

5. Recreation Courses—Short courses leading to certificates of attendance. These are not academic qualifications.

Transcripts and Credits. The school uses a credit system based on one credit per weekly hour per term. The credits are equivalent to quarter credits in the United States.

The school issues transcripts for its students.

Jamaica School of Drama

Cultural Training Centre
1 Arthur Wint Drive
Kingston 5

The Jamaica School of Drama, operated by the Institute of Jamaica, opened in 1969 as a Theatre School and Company. The aims of the school are as follows:[57]

—To assist actively and creatively in the development of drama throughout the society.

—To offer professional training to students both as theatre practitioners and as teachers.

—To assist in the development of a dramatic form in relation to the popular and traditional arts of Jamaica and the Caribbean.

—To encourage the work of new playwrights.

—To keep in touch with theatrical developments in the Caribbean and throughout the world.

Programs

1. Diploma—The program is three years fulltime and leads to the Diploma of the Jamaica National School of Drama, which also carries with it a teaching qualification. Students must complete 130 credits.
2. Certificate—The program is two years fulltime and leads to the Certificate of the Jamaica National School of Drama. Students must complete 65 credits.
3. Specialist Certificate—The program is part-time and is designed to prepare qualified teachers as teachers of drama. Students must complete 35 credits.
4. Individual Courses—Certificates may be awarded for students who complete one or more individual courses but who are not candidates for the certificate or diploma.

   The basic admission requirement is any of the following: three G.C.E. O levels including English Language, or six Jamaica School Certificate subjects, including English, or a teachers' college certificate.

Diploma Curriculum

Each student must complete 130 credits, distributed as follows: 42 in pedagogy, 33 in the special field of study, and 55 in supporting and elective subjects. The specialist courses include Acting, Design, Directing, Literature and Play Writing, Movement

57. The Jamaica National School of Drama, *Prospectus, 1977-78*, p. 3.

and Mime, and Voice. The studies in pedagogy are comparable to those of the other schools of the Cultural Training Centre and of the teacher training colleges. They include practice teaching. A diploma thesis of 3,000 words is required for graduation.

Credits, Grades, and Transcripts. Each course carries an annual value in credits with an average load of more than 40 per year. Each credit is roughly equal to .75 of a semester credit in the United States.

The grading scale used at the school is as follows: A, excellent; B, good; C, fair (passing); D, poor (failure).

The school issues American-style transcripts to institutions that request them. Transcripts are not issued to students.

Summary. The diploma represents studies comparable to the completion of three years of college-level work in the United States, including the undergraduate sequence of education courses. Other courses include liberal arts work, especially the study of drama, and the program has performing courses as well.

The certificate represents studies comparable to the completion of two years of college-level studies in the United States. The Specialist Certificate for teachers includes the equivalent of approximately 24 semester credits of studies of drama and methods of teaching drama. Its holders are trained teachers with teaching credentials that must be evaluated separately.

Jamaica School of Music

Cultural Training Centre
1 Arthur Wint Drive
Kingston 5

The Jamaica School of Music, operated by the Institute of Jamaica, was founded in 1961 "to provide professional training at the highest possible level for students of all types of music and to develop their capacity to take their places in society as teachers, composers, performers, scholars and amateurs."[58] The school also has responsibilities in the fostering and preservation of all types of music: Jamaican, Caribbean, American, and European.

Programs

1. Preliminary (Qualifying) Course—This is a one-year course required of students before they can enter the fulltime diploma and certificate courses. There are separate but similar curriculums in the Preliminary Year for students of the diploma courses and students of the certificate courses. The basic admission requirement is success in the school's preparatory examination (or the equivalent), with a minimum performance standard of Grade VI in piano and Grade V (or the equivalent) in all other instruments and in voice.[59]

   The Preliminary Year, abolished beginning with the 1978-79 academic year, is now the first year of a four-year diploma course, which previously had lasted three years beyond the preliminary course.

2. Preparatory Course—The course is designed for students who do not have the knowledge in music theory to enter the current certificate course (or, previously,

58. Jamaica School of Art, *Prospectus, 1978-79.*

59. The grades represent standards of performing ability, on a scale of I to VIII (VIII, the highest); an explanation appears on p. 208 of *United Kingdom.*

the Preliminary Course) directly. It is a 15-week part-time course, normally completed in shorter, concentrated periods. Students must pass the final exam to be considered for admission to the certificate courses.

3. Diplomas—The school offers fulltime courses leading to two diplomas: The Graduate Diploma in Teaching and Performance and the Graduate Diploma in Music Education. The diploma courses formerly lasted three years beyond the Preliminary Year and now are four-year programs, which may be taken on a part-time basis for up to eight years.

   The basic admission requirement for the diploma courses is five G.C.E. O-level passes, including English Language. Candidates may occasionally be accepted without G.C.E. passes providing they pass the exams during the first year of the program. Alternative but comparable educational qualifications are accepted for overseas students. In addition to the academic requirement, students must have musical skills at Grade VII or the equivalent plus music theory at Grade V, so the entry requirement is higher than the requirement for the former Preliminary Year. Good examination results in the Preparatory Year may also satisfy the musical ability requirements.

4. Certificates. There are three certificate[60] courses offered:

   - The Certificate in School Music Teaching—A three-year fulltime course, which may be completed in two years by students who are already trained classroom teachers. The course is designed for those who teach music in the classroom and who have limited instrumental skills. The basic admission requirement is three G.C.E. O-level passes, including English; or a teacher training college certificate; or six passes, including English Language, on the Jamaica School Certificate. In addition to an interview and audition (minimum instrumental standard being Grade II/III), candidates are required to have Grade V theory or successful completion of the Jamaica School of Music Preparatory Course.
   - The Certificate in Instrumental (or Vocal) Teaching—Two years fulltime, the course is designed for those who wish to teach instrumental skills, particularly in the early grades, but it is also recommended as a refresher course for teachers who wish to bring their skills up-to-date.

     The basic admission requirement is three G.C.E. O-level passes, including English Language; practical at Grade VI or equivalent and theory at Grade V or the Preparatory Examination.
   - The Performer's Certificate in African-American Studies—Three years part-time only, the course is designed for students who wish to enter the field of popular music and jazz. The first year of the course is a Preliminary (qualifying) Certificate which gives training in practical work and basic theory, listening and ensemble.

---

60. NOTE: Before 1978-79, only two of the certificates were offered: The Certificate in School Music Teaching and the Certificate in African-American Studies. The Certificate in School Music Teaching was basically the same as the present course. The admission requirements were the same except that candidates were not required to pass the Preparatory Course until 1978.

The Certificate in African-American Studies had two curriculum options: performing and arranging. The basic admission requirement was three G.C.E. O-level passes, including English Language, or five subjects on the Jamaica School Certificate, including English Language. A prospective student also had to have passed the Preliminary (qualifying) Examination in the Preliminary Year for African-American Studies. The two-year program followed the one-year Preliminary Course.

The basic admission requirement is five subjects including English Language on the Jamaica School Certificate *or* completion of Form V or the equivalent, interview and audition, and the Jamaica School of Music Preparatory Examination.

Divisions and Departments

Division of African-American Music—trains students to professional standards in stage and studio performance; also prepares teachers of jazz and popular music.

Division of Western Music—trains performers and teachers in the music of the Western European tradition.

Division of Music Education—trains teachers of music for the needs of Caribbean schools and works closely with the music officers of the Ministry of Education. Students do their practice teaching in schools and in the Jamaica School of Music's Junior Department.

Junior Department—teaches talented musicians between the ages of 7 and 16 and also serves as a practice school for students of music education. Training in all types of music is offered.

Folk Music Research Department—was established 11 years ago to collect and preserve the music of Jamaica, but has since built up a collection of traditional and commercial music of the Caribbean, Africa, Latin America, the Near East, and the Far East. The department offers courses in Jamaican studies to students of the school; the courses are primarily research studies. The department has also provided research opportunities and materials to educators from the University of London and the City University of New York, which serve large populations of immigrant West Indians.

Credits. The Jamaica School of Music has a credit system based on the system common in the United States, and the credits have the same value. An average credit load for a fulltime student is 16 per semester; a fulltime student is defined as one spending at least 25 hours a week in lecture and practice.

Transcripts and Grades. The School furnishes American-style transcripts upon request.

A grading scale of A to F, with F a failure, is used. The table of grades is as follows:

A = 90-100	B = 79-81	C = 65-69
A− = 85-89	B− = 75-78	C− = 60-64
B+ = 82-84	C+ = 70-74	D = 55-59
		F = 0-54

Summary. The graduate diplomas are comparable to diplomas of the recognized British schools of music that carry degree equivalency in Britain.[61]

The certificates are comparable to the completion of up to three years of university-level studies in the United States, much of it in performing music.

61. See *United Kingdom*, pp. 177, 207-209.

John S. Donaldson Technical Institute

Wrightson Road
Port of Spain
Trinidad

The John S. Donaldson Technical Institute is the principal technical college of Trinidad and Tobago. The Institute offers both fulltime and part-time programs in technical and vocational studies ranging from secondary-level vocational studies to high-level technical professional qualifications. Courses are offered in the following seven departments: Business Education and Management, Distributive Education and Management, Electrical Engineering, Graphic and Applied Arts, Home Economics, Land Surveying, and Mechanical and Building Engineering.

Awards

Students who complete programs are examined externally by the National Examinations Council for Technical and Vocational Education of the Ministry of Education and Culture. There are two certificates awarded: National Technician Certificate and National Craftsman Certificate.

Admissions

The admissions requirements vary with the program and are given in the program information below. In general, courses at the technician level require the equivalent of an American high school diploma and are based on G.C.E. ordinary level. Courses at the craftsman level are based on qualifications below the high school level and in some cases include an entrance examination. In some technician programs (e.g., the electrical engineering course) there is a preliminary course to prepare high school graduates who do not meet the G.C.E. distribution requirement.

Programs

Department of Business Education and Management

1. Business Management—Two years fulltime or three years part-time leading to Technician Certificate. Admission: four G.C.E. O levels in English Language, Mathematics, and either Principles of Accounts or Commerce, plus one other subject.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of transfer credit for commercial subjects as though from a career program at a two-year college in the U.S.A.

2. Private Secretary—One year fulltime leading to Technician Certificate. Admission: five G.C.E. O levels, including English Language.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to one year of transfer credit in secretarial subjects as though from a career program at a two-year college in the U.S.A.

3. Palantyping—One-year fulltime leading to a Technician Certificate. Admission: four G.C.E. O levels, including English Language, and a knowledge of French and Spanish.

Recommendation—Certificate-holders may be considered for undergraduate admission with up to one year of transfer credit in secretarial subjects and court reporting as though from a career program at a two-year college in the U.S.A.

4. Shorthand/Typing—Two years fulltime leading to a Technician Certificate. Admission: three G.C.E. O levels, including English Language.

   Recommendation—Certificate-holders may be considered for undergraduate admission with credit to be determined on a course-by-course basis or by examination.

5. Beginning Shorthand or Beginning Typewriting—One-year part-time leading to a Craft Certificate. Admission: G.C.E. O level in English Language.

   Recommendation—Either course comparable to completion of a year's high school-level course in typing or shorthand.

6. Third-Year Typewriting or Shorthand—One year part-time leading to Craft Certificate. Admission: entrance exam for minimum speed.

   The shorthand certificates are issued for 90, 120, and 140 words a minute. The typewriting certificates are issued for 45 to 60 words a minute.

   Recommendation—Comparable to an advanced one-year high school-level course in the United States.

7. Highspeed Shorthand/Palantyping—One-year part-time leading to a Craft Certificate. Admission: entrance exam for minimum speed in either shorthand or palantyping.

   Recommendation—This is not an academic qualification. For candidates otherwise eligible for admission, transfer credit may be validated by examination.

Department of Distributive Education and Management

1. Food Preparation—One-year fulltime or two years part-time leading to a Craft Certificate. Admission: Primary School Leaving Certificate with credits in English and Arithmetic. This is not an academic qualification.

2. Practical Cafeteria Operations—One-year fulltime leading to a Craft Certificate. Admission: Alternatives include a National Certificate, a Trinidad and Tobago Hotel and Catering School Diploma, *or* a certificate from a recognized institution in food preparation. Candidates must have a year's experience as a cook in a restaurant or hotel.

   This is not an academic qualification.

Department of Electrical Engineering

1. Electrical or Electronic Engineering—Three years fulltime or four years part-time leading to a Technician Certificate. Admission: four G.C.E. O levels, including English Language, Mathematics, and Physics, plus either Chemistry or Engineering Science. The first year is a Preliminary Year; see p. 171.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of transfer credit.

2. Air Conditioning and Refrigeration—Two years fulltime or three years part-time leading to a Craft Certificate. Admission: entrance examinations in English and Calculations.

Recommendation—Comparable to high school vocational studies in the United States.

3. Electrical Installation—Two years fulltime or three years part-time leading to Craft Certificate. Admission: pass in entrance exam in English and Calculation.

   Recommendation—Comparable to high school vocational studies in the United States.

4. Laboratory Technician—Two years part-time leading to Technician Certificate. Admission: three G.C.E. O levels, including English, Math, and either Physics or Chemistry. Candidates must have two years' practical experience.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to 12 semester credits for Chemistry, Laboratory Management, and Physics.

5. Radio and Television Services—Three years part-time leading to Craft Certificate. Admission: entrance exams in English and Calculations.

   Recommendation—Comparable to high school vocational studies in the United States.

Department of Graphic and Applied Arts

1. Photolithography—Two years fulltime leading to Craft Certificate. Admission: at least three years of secondary school.

   Recommendation—Comparable to high school vocational studies in the United States.

2. Bookbinding and Warehouse—Two years fulltime leading to Craft Certificate. Admission: entrance examinations in English and arithmetic.

   Recommendation—Comparable to high school vocational studies in the United States.

3. Compositors' Work—Two years fulltime or three years part-time leading to Craft Certificate. Admission: entrance examinations in English and arithmetic.

   Recommendation—Comparable to high school vocational studies in the United States.

4. Letterpress Printing—Two years fulltime or three years part-time leading to Craft Certificate. Admission: entrance examinations in English and arithmetic.

   Recommendation—Comparable to high school vocational studies in the United States.

5. Camera Operating and Platemaking—Three years part-time leading to Craft Certificate. Admission: Primary School Leaving Certificate with credits in English and arithmetic.

   Recommendation—Comparable to high school vocational studies in the United States.

6. Offset Printing and Proving—Three years part-time leading to Craft Certificate. Admission: Primary School Leaving Certificate with credits in English and arithmetic.

   Recommendation—Comparable to high school vocational studies in the United States.

7. Jewelry—Three years part-time leading to Craft Certificate. Admission: secondary level credentials in art.

   Recommendation—Comparable to high school diploma in art and design in the United States.

8. Commercial Art—Three years part-time leading to Craft Certificate. Admission: secondary level credentials in art.

   Recommendation—Comparable to a high school diploma in art and design in the United States.

9. Proof Reading—One year part-time leading to Craft Certificate. Admission: Alternatives are O level in English, or National Craft Certificate or City and Guilds of London Institute intermediate certificate in Compositors' Work. Candidates must be currently employed in the Graphics field.

   This is not an academic qualification.

Department of Home Economics

1. Home Economics Technician—Two years fulltime leading to Technician Certificate. Admission: four O levels, including English and Math, plus either Cookery or Needlework and either Biology or Human and Social Biology.

   Recommendation—Certificate-holders may be considered for admission with up to two years of transfer credit as though from a career program in a two-year college in the U.S.A.

2. Dressmaking and Design—Two years part-time leading to Craft Certificate. Admission: Primary School Leaving Certificate with credits in English and Arithmetic.

   Recommendation—Comparable to high school vocational studies in the United States.

3. Tailoring—Two years part-time leading to Craft Certificate. Admission: Primary School Leaving Certificate with credits in English and Arithmetic.

   Recommendation—Comparable to high school vocational studies in the United States.

4. Advanced Dressmaking and Design—One year part-time leading to Craft Certificate. Admission: National Craftsmen's Certificate in Dressmaking and Design.

   Recommendation—Comparable to high school vocational studies in the United States.

Department of Land Surveying

Engineering Surveying—Three years (10 terms) on sandwich basis leading to Technician Certificate. Admission: four O levels, including English Language and Mathematics, plus either Geography, Mechanics, Physics, Physics with Chemistry or Additional Mathematics and one other subject. The course is three years part-time for persons employed in surveying.

Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of transfer credit for technical subjects as though from a career program in a two-year college in the U.S.A.

Department of Mechanical and Building Engineering

1. Mechanical Engineering—Three years fulltime leading to Technician Certificate. Admission: four O levels, including English Language, Mathematics, and Physics, plus one other subject. The program is three years part-time for persons employed in the field.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of credit.

2. General Draughtsmanship—Two years fulltime or three years part-time leading to Technician Certificate. Admission: O levels in Mathematics and Technical Drawing.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to two years of credit in mainly technical subjects as though from a career program in a two-year college in the U.S.A.

3. Craft Certificates—Two years fulltime or three years part-time leading to Craft Certificates. Admission: entrance exams in English and Calculations. The courses are offered in the following fields: Auto and Diesel Practice, Masonry Practice, Mechanical Engineering Practice (machine shop), Plumbing Practice, Welding Practice, and Woodwork Practice.

   Recommendation—Comparable to high school vocational studies in the United States.

4. Junior Builders Technician—Two years part-time leading to Technician Certificate. Admissions: Alternatives are O levels in English and either Chemistry or Physics, *or* City and Guilds of London Institute intermediate certificate in a building subject, *or* at least five years' experience in the building construction industry.

   Recommendation—Certificate-holders may be considered for undergraduate admission with up to one year's credit in mainly technical subjects as though from a career program in a two-year college in the U.S.A.

Curriculum Example

Electrical or Electronic Engineering[62]

The program is three years in length but students who meet all of the distribution requirements for the G.C.E. O levels may enter directly into the second year (Part I) of the program. The first year, called the Preliminary Course, is the same for students in Electrical and Electronic Engineering, Building Engineering, and Mechanical Engineering.

The program for each of the three years, along with the examination required for each year, is listed below. Table 13 shows the subjects required each year with the number of class hours a week.

First Year—Preliminary course. Examination: Preliminary Engineering Technicians' Examination (a qualifying exam) in six subjects: Chemistry, Engineering Drawing, Mathematics, Physics, Technical English, and Workshop Technology.

Second Year—Basic (Part I) course in General Electrical/Electronic Engineering or Mechanical/Building Engineering.

62. For a description of the Technician Certificate to which the program leads, see the Department of Electrical Engineering above.

Examination: Part I of the final examinations for the National Technician Certificate (an external exam) in five subjects: Applied Electricity, Applied Mechanics, Engineering Drawing, Manufacturing Processes and Workshop Theory, and Technical Mathematics.

Third Year—Specialist Technology (Part II) course—Students specialize in either Electrical and Electronic Engineering *or* Building Engineering *or* Mechanical Engineering.

Examination: Part II of the final examinations for the National Technician Certificate (an external exam) in four subjects: Applied Electronics, Circuit Theory and Measurement, Electrical Machines, and Technical Mathematics.

Courses and Credits. Courses and credits at the Institute are structured in hours a week as in the United States. The transfer of credit to the United States should be determined by counting each annual hour of study a week as one semester credit. Thus, in the example in Table 13 a student could earn 30 credits a year. In effect, the number of hours per semester has been multiplied by one-half since the Institute's hours are by year and not by semester.

Transcripts, Examinations, and Grades. The transcripts list subjects and examination results but do not give class hours. Therefore, it will usually be necessary to obtain a syllabus in order to determine the precise amount of credit per course (except when credit is granted on a blanket basis).

The transcripts report the results of all exams. Passes in external exams should be treated as a minimum of C. There is no D because the D range of the United States is a failure at the Institute.

REPAHA (Animal Health Assistants)

23 Brickdam
Stabrook
Georgetown
Guyana

The Regional Educational Programme for Animal Health Assistants (known by the acronym REPAHA) is a cooperative program sponsored by the United Nations Development Program, the Pan-American Health Organization (and World Health Organization), the Canadian International Development Agency, the Food and Agricultural Organization, and the governments of 16 participating countries: Antigua, Barbados, Belize, Bermuda, Dominica, Cayman Islands, Grenada, Guyana, Jamaica, Montserrat, Netherlands Antilles, St. Kitts, St. Lucia, St. Vincent, Surinam, and Trinidad and Tobago.

The program began in 1975, with its first graduating class in 1977. The purpose is to train animal health assistants to help make up for a serious shortage of qualified veterinarians in the Caribbean area. The animal health assistants function at the technician level below that of a qualified veterinarian.

Curriculum

The program lasts two years and is divided into pre-clinical studies (first year) and clinical studies (second year). There are three terms per year, each 12 weeks. All subjects carry units as in the United States, assigned as follows: 1 unit for each hour of lecture or two or three hours of laboratory work. In pre-clinical studies, the workload per week is 30 hours, divided between lecture and laboratory, and 59 units are

Table 13

Electrical Engineering Technicians' Course, John S. Donaldson Technical Institute

Subject	Course Number	Hours a Week: Lectures	Labs	Total Hours
First Year: Preliminary				
Chemistry	P.50.1.4	1	2	3
Engineering Drawing	P.50.1.3	–	3	3
Mathematics	P.50.1.1	5	–	5
Physics	P.50.1.2	5	2	7
Technical English	P.50.1.5	1	–	1
Workshop Technology	P.50.1.6	1	–	1
Workshop Training	P.50.1.7	–	8	8
Tutorials	—	2	–	2
Totals		15	15	30
Second Year: Part I				
Applied Electricity	T.50.2.2E	2	2	4
Applied Mechanics	T.50.2.2M	3	4	7
Engineering Drawing	T.50.2.3	–	4	4
Manufacturing Processes and Workshop Theory	T.50.2.6	1	–	1
Report Writing	T.50.2.5	1	–	1
Technical Mathematics	T.50.2.1	3	–	3
Workshop Training	T.50.2.7E	–	8	8
Tutorials	—	2	–	2
Totals		12	18	30
Third Year: Part II				
Applied Electricity				
A. Circuit Theory & Measurements	E.50.3.2E/CTM	2	2	4
B. Electrical Machines	E.50.3.2E/EM	2	2	4
C. Applied Electronics	E.50.3.2E/AE	2	2	4
Electrical Engineering Drawing and Blueprint Interpretation	E.50.3.5	1	–	1
Elements of Supervision	M.50.3.5	1	–	1
Technical Mathematics	E.50.3.1	5	–	5
Workshop Training	E.50.3.7E	–	8	8
Totals		13	14	27

SOURCE: John S. Donaldson Technical Institute.

earned during the year. Table 14 gives the curriculum for the pre-clinical year.

In the second year, students continue the academic studies but spend most of their time in clinical studies, rotating during the last two terms (in approximately two-week cycles) in each of the following topic areas: public health, ambulatory, clinic, herd health, and laboratory practice. Each area is assigned one study unit for a total

Table 14

Curriculum, REPAHA Pre-Clinical Year

Subjects	Units	Subjects	Units
		Term 1	
Animal Husbandry I	3	English	3
Biology	5	Mathematics	4
Chemistry	4	Physics	3
		Total Units: 22	
		Term 2	
Anatomy I	3	Microbiology I	3
Animal Husbandry II	4	Parasitology I	3
Farm Animal Environment	2	Physiology I	3
		Total Units: 18	
		Term 3	
Anatomy II	3	Parasitology II	3
Animal Husbandry III	4	Pharmacology	3
Microbiology II	3	Physiology II	3
		Total Units: 19	

SOURCE: "REPAHA Students Handbook, 1977-78."

of five clinical units per term. The curriculum for the last three terms, with subjects and units, is as follows:

Fourth Term (21 units)—Animal Husbandry IV (3), Medicine (6), Pathology (4), Public Health I (5), Surgery (3).

Fifth Term (11 units)—Animal Husbandry V (2), Extension Services (1), Public Health II (3), clinical cycle (5).

Sixth Term (11 units)—Animal Husbandry VI (2), Government Services and Programmes (1), Public Health III (3), clinical cycle (5).

Admission

Students must have at least three G.C.E. O levels, including at least one science subject, and pass an entrance examination. Equivalent credentials are accepted from countries that do not have G.C.E. exams.

Grades. Students receive grades on a scale of 0 to 100, with 60 the lowest passing grade. The scale can be converted into the common American scale as follows (based on REPAHA's requirements for graduation standing):

A	80-100	D	60-65
B	75-79	F	0-59
C	65-74		

The program also reports grade-point averages. The percentage mark is multiplied by the number of credits to give a "units earned" figure, as in the following example:

Grade	Units	Units Earned
85	3	2.55
75	5	3.75
Totals	8	6.30

The cumulative average is then derived by dividing the number of total units into the total number of units earned, as in the following (using the same example):

$$\frac{\text{6.3 units earned}}{\text{8 total units}} \times 100 = 78.75 \text{ cumulative average}$$

Recommendation—Graduates may be considered for undergraduate admission with up to two years of credit in mainly technical subjects as though from career programs in the U.S.A.

Samuel Jackman Prescod Polytechnic

Bridgetown
Barbados

The Samuel Jackman Prescod Polytechnic was opened in 1970, incorporating and expanding courses formerly offered at the Technical Institute. The Polytechnic has had some offerings comparable to postsecondary education in the United States but is largely a center for technical and commercial training at the high school level. The objectives of the Polytechnic are as follows:

—To develop the trade skills and occupational competence up to the level of the skilled craftsman.

—To meet the requirements of the labour market for skilled operatives and craftsmen.

—To prepare students for direct entry into paid employment.

—To prepare students for entry into the Division of Technology of Barbados Community College.

—To train the students to be useful, effective, and good citizens.[63]

In all fulltime courses, students have a minimum of eight weeks' attachment to industry or business, comparable to American cooperative education programs.

Awards

The Polytechnic awards its own certificates, endorsed by the Ministry of Education, for all courses. In addition, many students take external examinations for technical or academic qualifications, including City and Guilds of London Institute (C.G.L.I.), Royal Society of Arts (R.S.A.), and General Certificate of Education (G.C.E.), ordinary and advanced level.

Admission

The basic admission requirement for most courses is the Barbados School Leaving Certificate, with a minimum age of 14. The average age of fulltime students is 17. There are additional requirements for specific courses—e.g., C.G.L.I. Part I for a course leading to Part II, G.C.E. O level for a course leading to A level.

63. "Instructions to Students," 1977.

Programs

1. Fulltime Technical Courses—Two-year programs are offered in the following fields: Auto-body Repairs, Auto-mechanics, Carpentry and Joinery, Electrical Installation, Electronics, Masonry and Tiling, Mechanical Engineering, Plumbing, Refrigeration, and Welding. Students may also take examinations of the City and Guilds of London Institute.

   Recommendation—The programs are comparable to high school vocational studies in the United States. C.G.L.I. passes should be evaluated according to the guidelines in the article on the C.G.L.I. in Chapter Eleven.

2. Fulltime Commercial Course—The two-year fulltime commercial course includes studies in Arithmetic, Book-keeping, English, Office Practice, Shorthand, and Typing. All of these subjects may be taken individually by part-time students, leading to examination by the Royal Society of Arts or to job-upgrading.

   Recommendation—The Polytechnic certificate in Commercial Studies is comparable to commercial studies in a high school in the United States. R.S.A. certificates should be evaluated according to separate article on the R.S.A. in Chapter Eleven.

3. Short Courses—Short courses are offered in Building Drawing (one year, part-time) and Garment Trades (sewing machine operation and apparel design, six months fulltime). These are not academic qualifications.

   General Certificate of Education—Part-time evening courses are offered to help adults prepare for G.C.E. examinations at both ordinary and advanced level.

Grades. The scale of grades at the Polytechnic is similar to the one common in the United States:

A	90-100	outstanding
B	70-89	good
C	50-69	average
D	40-49	weak (pass/fail)
E	0-39	very weak (failure)

Technical Institute (Barbados)

The Technical Institute in Barbados was opened in 1953 and absorbed into the Samuel Jackman Prescod Polytechnic in 1970. It offered courses of the following types:

—Fulltime pre-apprenticeship.

—Apprenticeship

—Pre-technical on a day-release basis (for workers in industry preparing for technical courses).

—Secondary technical-level courses for workers.

—Day release and evening courses to prepare workers in industry for craft examinations of the City and Guilds of London Institute and for G.C.E. ordinary and advanced level examinations in Geometrical Engineering Drawing and Geometrical Building Drawing.

Among the apprenticeship and pre-apprenticeship subjects were Automobile Engineering, Carpentry and Joinery, Electrical Installation, Mechanical Engineering, Plumbing, and Welding.

Among the C.G.L.I. subjects were Auto Engineering, Carpentry and Joinery, Electrical Installation, Mechanical Engineering, Plumber's Work, and Welding.

Recommendations—The apprenticeship, pre-apprenticeship, and secondary technical courses represent studies comparable to high school level vocational studies in the United States. The C.G.L.I. certificates should be evaluated according to the guidelines in the article on the C.G.L.I. in Chapter Eleven.

Trinidad and Tobago Hotel School

P.O. Bag No. 41
St. James
Port of Spain
Trinidad

The Trinidad and Tobago Hotel School offers a two-year course for a Diploma in Hotel Management and several shorter courses for occupations in the tourism industry. The programs are the following:

1. Diploma in Middle Management—Two years fulltime leading to diploma. Admission: 5 G.C.E. O levels, including English Language and Mathematics (preference given to applicants who also have a science subject).

   Subjects—Accounting, English, Food and Beverage Operation, Front Office Operation, History and Society of Trinidad and Tobago, Management Services, Marketing, Nutrition, and Social Services.

   Recommendation—Diploma-holders may be considered for undergraduate admission with up to two years of transfer credit for mainly technical subjects as though from a career program in the U.S.A.

2. Craft Diplomas—Two to four semesters fulltime leading to diploma at craft level. Admission: school-leaving certificate (Form V) or proof of completion of at least 10 years of schooling.

   Diploma courses—Cooking (four semesters), Food and Beverage Supervision (two semesters), Front Desk Operation (two semesters).

   Recommendation—This program is comparable to high school vocational studies in the U.S.A. though many students may already have the equivalent of a high school diploma.

3. Craft Certificates—One semester fulltime leading to certificate at the craft level. Admission: School-leaving certificate (Form V) or proof of completion of at least 10 years of schooling.

   Certificate courses—Bar Service, Bell Service, Dining Room and Restaurant Service, and Housekeeping Service.

   Recommendation—This program is comparable to vocational high school studies in the U.S.A. though many students may already have the equivalent of a high school diploma.

West Indies College

Mandeville
Jamaica

West Indies College, established in 1919, is operated by the Seventh-Day Adventists. It offers both secondary courses leading to G.C.E. examinations and postsecondary courses, some of them leading to degrees.

Postsecondary Programs

The highest award the College makes is a bachelor's degree. All of the degrees are awarded by the College except the Bachelor of Nursing, which is awarded by Loma Linda University of California. None of the degrees is officially recognized by the Ministry of Education in Jamaica. However, they are approved by the Seventh-Day Adventist Board of Regents, which applies the same tests and measures of the programs that it does to S.D.A. college programs in the United States. The programs are the following:

1. Two-Year Programs (64 credits)—Fulltime programs in Arts and Sciences, Bible Instructor, Business Administration, Music, Pre-Professional, and Secretarial Science. Graduates receive a diploma.
2. Teacher Education—The program is fully approved by the Ministry of Education, the Joint Board of Teacher Education, and the University of the West Indies School of Education. The program is the same as that followed in other teacher training colleges in Jamaica.
3. Degrees (128 credits)—All are based on four-year fulltime programs with an entrance requirement of five G.C.E. ordinary-level passes. Degrees are awarded by the College in Biology, Business Administration, English, Secondary Education (Science and History), Spanish, and Theology. The Bachelor of Nursing is awarded by Loma Linda University.

Recognition and Accreditation

The programs are regularly reviewed by the S.D.A. Board of Regents, which maintains standards in S.D.A. colleges throughout the world. The Board also is responsible for maintenance of standards in the 11 S.D.A. colleges in the United States. The College is not recognized as an institution of higher education by the Ministry of Education; however, the teacher education program is fully recognized. The recognition of the nursing program is uncertain at present. It will almost certainly not be recognized in Jamaica as a degree program, but it is likely that the nursing training will be acceptable for registration as a nurse.

The College is exploring the possibility of accreditation by a regional accrediting body in the United States. It is also possible that its programs might be approved for the awarding of degrees through the proposed College of Jamaica.[64]

The courses, credits, and degrees are fully recognized and fully transferable at the 11 S.D.A. colleges in the United States, all of which are accredited by regional accrediting bodies in the United States as well as by the S.D.A. Board of Regents.[65] The admission requirement for all postsecondary courses is five G.C.E. O levels.

Courses and Credits. The programs are organized on the American model, with semester credits as the units of study. No graduate-level courses are offered.

Transcripts and Grades. The College issues transcripts similar to the ones commonly issued in the United States. The lowest passing mark in examination is 50%. The scale of grades is the following:

64. Discussed earlier in this chapter.

65. Information provided by the Department of Education, General Conference of Seventh-Day Adventists, Washington, D.C.

A	Excellent	D	Passing
B	Good	F	Fail
C	Average		

Recommendation—The program of teacher education should be treated the same as other training programs in Jamaica (two years plus a year's internship). Transfer credit and recognition of degrees for other programs should be based on institutional policy regarding schools not yet accredited.

Chapter Ten

Training in the Allied Health Professions

[The placement recommendations in this chapter were approved by the National Council on the Evaluation of Foreign Educational Credentials, November 30, 1978.]

Seventeen territories of the Caribbean co-operate in a regional five-year plan (1975-1980) to train people in the allied health fields with the general purpose of "the establishment of a Regional system with the capacity to generate a continuing supply of all categories of Health personnel—adequate numerically and of appropriate quality to satisfy the demands of the Health services."[1] The name of the project is The Commonwealth Caribbean Regional Project for the Education and Training of Allied Health Personnel.

The Project is being carried out by the Pan American Health Organization and the World Health Organization with the support of the United Nations Development Program, UNICEF, the Government of Canada, the Commonwealth Fund for Technical Cooperation, the 17 governments involved, and other external development agencies. Most of the training is implemented or planned for five regional centers: in the Bahamas, Barbados, Guyana, Jamaica, and Trinidad and Tobago. The Project also supports local training centers in other territories of the region. The following are the five regional training centers:

College of the Bahamas

Barbados Community College (Division of Health Sciences)

College of Arts, Science, and Technology (Jamaica)

University of Guyana (Department of Health Sciences)

College of Health Sciences (Trinidad and Tobago)

The territories participating in the Project are as follows: Antigua, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts/Nevis/Anguilla, St. Lucia, St. Vincent, Trinidad and Tobago, and Turks and Caicos Islands.

---

1. Publications of The Commonwealth Caribbean Regional Project for the Education and Training of Allied Health Personnel.

The headquarters of the Regional Project is in Barbados, at the following address:

27 Block C
Garrison
P.O. Box 620C
St. Michael
Barbados

The activities of the Project are directed from Barbados by the Project Manager. Policy-making and planning is the responsibility of the Project Advisory Committee, which includes representatives of the participating educational institutions, representatives of the ministries of health, and other governmental representatives. Committees of educators and professional practitioners in specific fields (e.g., Pharmacy, Medical laboratory Technology) establish and maintain standards of training and develop curriculums.

Programs are monitored by the Project Committees and all examinations are external, conducted by the Project for the individual training programs to ensure uniformity of standards and to maintain a high level of certification for program graduates.

In addition to the major programs of the five regional health centers, several of the smaller territories are planning to establish or have already established programs in health sciences within existing institutions of post-secondary education (whether technical colleges or teacher training colleges).

It is expected that nursing training will be the principal activity in the local centers, with a by-product being the upgrading of the academic education of prospective nurses through attachment to an educational institution: academic work, as opposed to professional, has been weak in some of the hospital training courses. Other course offerings are expected to be the pre-nursing health services course on the Barbados Community College model, dispensing, public health inspection, community health assistance, nursing assistance, wardmaids, orderlies, ambulance driving, and other short-term training courses.

Evaluation of these programs should present no problem because all will follow the models from other centers that are outlined in this section.

Summary of Programs

The following is a summary of the current training projects under the Regional Project, given by the five regional training centers.[2] Sections that follow give detailed information organized by allied health field.

Bahamas

Through the Ministry of Health and College of The Bahamas:

Community Nursing (post-basic)	1 year
Food Hygiene and Inspection (post-basic)	4-6 months
Medical Laboratory Technology (part-time)	3 years

2. Nursing programs are covered in a later section of this chapter.

Barbados

Barbados Community College, Division of Health Sciences:	
Community Nutrition	7-8 months
Dietetic Technology	2 years
Food Service Supervision	4 months
Medical Laboratory Technology	2 years
Medical Records Technology	2 years
Occupational Therapy	1 year
Pharmacy (in-service)	2 years
Pre-Nursing and Pre-Health Services	1 year
Public Health Inspection	2 years

Guyana

University of Guyana, Department of Health Services:	
Pharmacy (in-service)	3 years
Medical Laboratory Technology (in-service)	2 years
Medical Laboratory Technology, Chemical Pathology (post-basic)	1 year
Medical Laboratory Technology, Microbiology (post-basic)	1 year
X-Ray Technology	6-9 months

Jamaica

1. The College of Arts, Science, and Technology:	
Dietetics and Nutrition (from September, 1979)	3 years + 6 months internship
Institutional Management	2 years
Medical Records and Health Statistics I (post-basic)	1 year + 6 weeks hospital training
Medical Records and Health Statistics II	two 10-week summer modules
Medical Technology	2 years + 8 weeks internship
Pharmacy	3 years + 1 year internship
2. Dental Auxiliary School:	
Chairside Assistants	6 weeks
Dental Nursing	2 years
3. Excelsior Educational Center Community College:	
Basic Nursing (R.N.)	3 years
4. Ministry of Health:	
Laboratory Aids (in-service)	1 year
Nurse-Practitioner (post-basic), in association with U.W.I. Advanced Nursing Education Unit	12 months or more
Pharmacy Technicians	1 year
Physiotherapy	3 years including internship
5. West Indies College:	
Nursing Degree[3]	4 years

3. Awarded by Loma Linda University in the United States. See Chapter Nine.

6. University of the West Indies, Advanced Nursing Education Unit:	
Nursing Administration (post-basic)	11 months
Nursing Education Certificate (post-basic)	11 months
7. University of the West Indies, Department of Social and Preventive Medicine:	
Community Health Diploma (post-basic)	1 year
Health Education Diploma (post-basic)	1 year
Health Services Administration Diploma (post-basic)	1 year + 6 months internship
8. University of the West Indies Hospital:	
Radiography (diagnostic)	2 years + 3 months
9. West Indies School of Public Health:	
Inspection of Meat and Other Foods (post-basic)	3½ months
Public Health Inspection Certificate (basic)	1 year in school + 1 year fieldwork

Trinidad and Tobago

Ministry of Health, College of Health Sciences:	
Dental Auxiliary	2 years
Medical Laboratory Technology (in-service)	3 years
Pharmacy (in-service)	2 years
Public Health Inspection	2 years

Program Descriptions

Community Health

Diploma in Community Health—One calendar year fulltime, leading to the diploma awarded by the University of the West Indies Department of Social and Preventive Medicine. Admission: restricted to public health nurses and senior public inspectors.

The program is designed for qualified nurses and inspectors who are already serving in government jobs—i.e., in hospitals and the ministries. The program shares a common core of subjects with the Diploma in Public Health program for registered medical doctors.[4] There are three options: Community Health, Health Education, and Health Services Administration. The latter two require six months' fieldwork following the academic program.

Recommendation—Diploma-holders who are otherwise eligible for admission may be considered for up to one year of transfer credit in specialized university-level studies.

Dental Auxiliaries

1. College of Health Sciences, Trinidad and Tobago—Two years fulltime leading to qualification as dental auxiliary (dental nurse). Admission: five G.C.E. O levels, including English Language and at least one science subject.

   The program produces dental nurses to work with children in schools. Among the subjects are Anatomy and Physiology (including oral anatomy), Anesthesiology and Pain Control, Dental Materials, First Aid, General and Oral Pathology, Growth

4. See p. 101.

and Development, Histology, Hygiene (personal, institutional, and public), and Pharmacology. Students work with patients in clinics throughout the second year while continuing classroom studies.

Recommendation—Graduates may be considered for up to two years of credit for technical subjects as though from career programs in two-year colleges in the U.S.A.

2. Dental Auxiliary's Certificate, Jamaica—Two years fulltime leading to certificate of the Dental Auxiliary School. Admission: at least three G.C.E. O levels, or five Jamaica School Certificate passes.

   The aim of the program is to produce school dental nurses. The curriculum is structured like the program in Trinidad and Tobago, and both are examined externally through the regional project.

   Recommendation—Graduates may be considered for up to two years of credit in technical subjects as though from career programs in two-year colleges in the U.S.A.

3. Dental Chairside Assistants—Eight weeks fulltime at Dental Auxiliary's School in Jamaica, leading to qualification as a chairside assistant. Admission: Jamaica School Certificate, or work experience.

   A similar program is planned for Trinidad and Tobago.

   This is not an academic program.

Dietetic Technology

1. Dietetic Technician's Certificate, Barbados—Two and one-third years fulltime leading to certificate at Barbados Community College. Admission: five G.C.E. O levels.

   Six terms of fulltime study, followed by a summer term of 40 hours clinical experience and a two-credit seminar in dietetic technology. The program is structured in courses and credit hours as in the United States, with a total of 100 credits (66 semester credits in American terms). The number of credits a term ranges from 12 to 17 (10 for the summer term).

   First year—English, Human Biology, Mathematics, Orientation to Dietetics and Allied Health Professions, Sanitation and Safety in Food Service (first term); English, Dietetic Organization and Management Procedures, Introductory Chemistry, Introductory Foods, Practical Accounting (second term); Biochemistry, Fundamentals of Speech, Nutrition Care I, Psychology, Quantity Food Production (third term).

   Second year—Budgeting and Purchasing Management, Nutrition Care II, Personnel Management and Supervision, Sociology, Supervised Field Work (first term); Community Nutrition, Diet Therapy, Health Education, Layout and Equipment Planning and Design, Social Science (second term); Food Systems Management, Geriatric Nutrition, Maternal and Child Nutrition, Social Science (third term).

   Recommendation—Graduates may be considered for admission with up to two years of credit.

2. Diploma in Dietetics and Nutrition, Jamaica—Three years fulltime plus a six-month internship leading to a diploma at the College of Arts, Science, and Technology. Admission: four G.C.E. O levels, including English Language plus Chemistry or Biology or Integrated Science and two other related subjects.

The program is designed to produce dietitians and nutritionists to participate in the delivery of health systems; it is scheduled to open in September 1979. The program includes supervised experience and field training.

The program includes professional, academic, business, management, and practical courses, with weekly hours as follows (about equally divided for the whole program between lecture and laboratory work): 26 in the first year, 30 in the second, and 26 in the third.

Graduates should be evaluated according to the guidelines for other three-year courses at the College.[5]

Health Education

1. Diploma in Health Education—One calendar year followed by six months' fieldwork leading to diploma of the University of the West Indies (U.W.I.) Department of Social and Preventive Medicine. Admission: professional experience in fields of health education or family planning.

   The program is designed for practicing professionals in health-related fields and prepares them as teachers of health education in schools and government ministries. The program is an option for the Diploma in Community Health[6] and shares a common core of subjects with the Diploma in Public Health program for registered medical doctors.

   Recommendation—Diploma-holders who are otherwise eligible for admission may be considered for up to one year of transfer credit in specialized university-level studies.

2. Certificate in Nursing Education, awarded by the U.W.I. Advanced Nursing Education Unit in the Faculty of Medicine. (See the section on the Faculty of Medicine in Chapter Eight.)

3. Health Sciences Tutors Program—Ten months fulltime at Barbados Community College leading to the University of Guyana Health Sciences Tutor's Certificate.

   Admissions: Alternatives are an approved technical or professional qualification in one of the health sciences; a bachelor's degree in a basic science; or an approved teaching qualification in a basic science. All candidates must also have at least three years' experience in the relevant field.

   The program is designed to train teachers in health sciences. It has been developed through the cooperation of the Barbados Ministry of Health, the Barbados Community College, the U.W.I. School of Education, the University of Guyana, and the Tercentenary School of Nursing in Barbados. The program is certified by the University of Guyana.

   The program includes an interdisciplinary core program of 300 hours (Adult Education, Community Development, Curriculum Development, Educational Psychology, Introduction to Methods of Research, Methods of Teaching, Organization and Management of Health Sciences Education, Social Psychology, and Sociology and Economics of Health Education in the Caribbean); a special study area of 200 hours (in effect, a major subject); and practice teaching and fieldwork. The practice teaching is six weeks fulltime at the Tercentenary School of Nursing, and the fieldwork is a community research project.

   The program is comparable to approximately 20 semester credits in the interdisciplinary core, 10 in the special study area, and 3 in practice teaching.

---

5. See article on C.A.S.T. in Chapter Nine.
6. Described earlier in the article on Community Health in this chapter.

A similar program is planned for Jamaica, probably at the College of Arts, Science, and Technology through its Department of Technical Education.

Recommendation—Comparable to one year of undergraduate coursework in the U.S.A.

Health Services Administration

1. Diploma in Health Services Administration—One calendar year followed by six months' attachment to a hospital leading to diploma awarded by the University of the West Indies Department of Social and Preventive Medicine. Admission: restricted to practicing hospital administrators.

   The program is designed to upgrade the management skills of professional hospital administrators. It is an option of the Diploma in Public Health[7] and shares a common core of subjects with the Diploma in Public Health program for registered medical doctors.

   Recommendation—Diploma-holders who are otherwise eligible for admission may be considered for up to one year of transfer credit in specialized university-level studies.

2. Institutional Management Certificate of the College of Arts, Science, and Technology.[8]

Medical Laboratory Technology

1. University of Guyana—The University has a two-year basic program in medical laboratory technology and two one-year post-basic specialist courses. They are described in the section on the Faculty of Natural Sciences, University of Guyana, Chapter Eight.

2. College of Arts, Science, and Technology—The College has a two-year program leading to a College certificate. It is described in the section on the Science Department in the separate article on the College in Chapter Nine. Plans have been made for a three-year diploma program, which should be evaluated as for other three-year diploma programs at the College.

3. Barbados Community College—Two years fulltime leading to College certificate. Admission: five G.C.E. O levels, including Biology, Chemistry, English, Mathematics, and one other subject, or successful completion of the Pre-Health Services course.

   First year—Basic Laboratory Instrumentation, Chemistry I, Human Biology, Introduction to Medical Laboratory Technology, Laboratory Safety (first term); Anatomy and Physiology, Chemistry II, Clinical Microbiology (second term); Clinical Microbiology, Hematology, Laboratory Instrumentation, Laboratory Mathematics (third term).

   Second year—Chemical Pathology, Hematology, Histopathology (first term); Chemical Pathology, Medical Laboratory Technology Seminars, clinical experience (second term); seminars and clinical experience (third term).

   The practice is carried out in the Queen Elizabeth Hospital, the Public Health Centre, and the Veterinary Public Health Unit.

---

7. See section on Health Education on p. 186; see also p. 101.
8. See Chapter Nine for a discussion of C.A.S.T.

Recommendation—Graduates may be considered for up to two years of credit in technical subjects as though from career programs in two-year colleges in the U.S.A.

4. College of the Bahamas—Three years part-time leading to a College certificate. Admission: five G.C.E. O levels, including Chemistry, English, Mathematics, and two other subjects (one of them a science).

   The program consists of three or four subjects a semester, as follows (hours per week given):

   First year, first semester—Introduction to Chemistry (4), Introduction to Physics (3), General Mathematics (4); second semester: College Chemistry (3), Human Anatomy and Physiology (3), Statistics (4); followed by summer session: College Chemistry II (3 plus 2 for lab).

   Second year, first semester—Inorganic Chemistry (3), Organic Chemistry (3), Physical Chemistry (3); second semester: Biochemistry I (3), Chemical Pathology I (3), Hematology and Blood Banking (3 plus 2 for lab), Microbiology and Parasitology I (4).

   Third year, first semester—Biochemistry II (3), Chemical Pathology II (3), Microbiology and Parasitology II (3); second semester: Histopathology (3), Microbiology and Parasitology III (2).

   Recommendation—Graduates may be considered for up to two years of credit in technical subjects as though from career programs in two-year colleges in the U.S.A.

5. College of Health Sciences, Ministry of Education, Trinidad and Tobago—Three years part-time leading to University of the West Indies certificate. Admission: five G.C.E. O levels, including Biology, Chemistry, English Language, Mathematics, and one other subject.

   First year—Basic Physics; Chemistry; Introduction to Medical Laboratory Technology and the Hospital; the Health Team; Receiving and Recording; Mathematics.

   Second year—Biochemistry, Spinal Fluids, Urinalysis (first semester); Blood, Coagulation, Hematology (second semester).

   Third year—Microbiology, Serology I (first semester); Histology, Parasitology (second semester).

   The program involves six hours a week in-service.

   Recommendation—Graduates may be considered for up to two years of credit in technical subjects as though from career programs in two-year colleges in the U.S.A.

6. Preparatory In-Service Program, Dominica—One year part-time (4 hours a week) leading to admission to a certificate program in another territory.

   The program includes Clinical Chemistry, Elementary Biochemistry, General Microbiology, Hematology and Blood Group Serology, Physiology, and Spectroscopy and Instrumentation.

   There is a similar program in Antigua.

   This is not an academic qualification.

7. Society of Medical Technologists of the West Indies—The Society has long provided certificate examinations given to trainees who have taken a one-year in-service course in hospitals. In effect, the Society was a licensing body. Since 1974, the one-year courses have been phased out and certification will gradually pass to the territorial governments. It was expected that there would be no such trainees remaining to be examined after 1978.

   As of April 1977, only two countries (Jamaica and Barbados) had provided by

law for the certification of medical laboratory technicians.[9] In Jamaica, the law required that a graduate of a two-year program must then complete a six-month internship before certification, as follows: Chemical Pathology (3 weeks), Blood Banking (3 weeks), Hematology (3 weeks), Histology (3 weeks), and Microbiology (including Culture Media, Enteric Bacteriology, Feces Parasitology, Routine Bacteriology, Sanitation Bacteriology, and Tuberculosis and Mycology/21 weeks).

The Society has also organized in-service part-basic courses through the University of the West Indies (U.W.I.) Departments of Pathology and Microbiology. The courses are similar to the post-basic courses now given at the University of Guyana.[10]

The former requirement for certification by the Society was a two-year course of in-service training in the student's home territory followed by a year's fulltime study in a certificate program of U.W.I. in the Departments of Microbiology and Pathology.

Membership as a qualified practitioner in the Society is considered comparable to possession of the certificate from the two-year program at the College of Art, Sciences, and Technology or at the Barbados Community College and treated appropriately.

8. Laboratory Aides—One year in-service leading to qualification under the Ministry of Health, Jamaica, as an assistant to a medical laboratory technician. Admission: unspecified.

   This is not an academic qualification.

Medical Records Technology

1. College of Arts, Science, and Technology—The College offers a one-year course in Medical Records and Statistics.[11] The College also offers two 10-week summer modules for certificate-holders.

2. Barbados Community College—Two years fulltime leading to a College certificate. Admission: four or five G.C.E. O levels, including English Language, or successful completion of the Pre-Health Services Year.

   The program is designed to train junior and senior medical records clerks during the first year and medical records technicians during the second. Training includes the following:

   - Junior medical records clerk: admission, ward, and general medical records clerk.
   - Senior medical records clerk: health statistics clerk, coding and indexing clerk, and medical transcription.
   - Technician: All of the above training plus organization and management and medical science.

   Courses are given as follows: Anatomy and Physiology, Business Communication, Data Processing, Directed Practice, Introduction to Allied Health, Introduction to Medical Science, Medical Records Science I, II, and III, Medical Terminology, Medical Transcription, Office Management and Procedures, Psychology, Public Speaking, Special Mathematics, Technical Report Writing, Typing, and Ward Clerk Administration.

---

9. *Commonwealth Caribbean: Report of the Regional Meeting of Medical Laboratory Technologist Educators* (St. John's, Antigua, April 12-16, 1977).

10. See article on University of Guyana, Chapter Eight.

11. See article on C.A.S.T. in Chapter Nine.

Recommendation—Graduates may be considered for up to two years of credit in technical subjects as though from career programs in two-year colleges in the U.S.A.

3. Other courses—Other fulltime courses in medical records technology are in the planning stages for several Caribbean territories. When the programs are active, the evaluation of them can be accomplished through comparison with the programs in Jamaica and Barbados.

   Many territories have offered occasional short-term in-service programs—in some cases, as in Trinidad and Tobago, through the Pan American Health Organization. Syllabuses, examination results, and course content must be examined closely for each in-service program in order to determine whether transfer credit should be considered, but completion of no such program would by itself meet admission requirements.

Nursing

1. University Programs—There is one degree program[12] in the Commonwealth Caribbean: a four-year program based on O-level admission at West Indies College. It leads to a bachelor's degree that is awarded by Loma Linda University in the United States. The degree is not recognized as a bachelor's degree by the Ministry of Education.[13]

   It has long been recommended by the participating territories that the University of the West Indies (U.W.I.) establish a nursing degree program. The University has approved the academic program but no funds for it had been approved by early 1979. U.W.I. offers certificate courses to nurses in Nursing Education and Nursing Administration. They are described in the section on the Faculty of Medicine of the University of the West Indies in Chapter Eight.

2. Ministry of Health Programs—Nursing training has traditionally been offered through the hospital schools of nursing, but there is an increasing move toward attachment to educational institutions that cooperate with hospitals. Several local schools of health sciences (as in Grenada, Antigua) are being established on the grounds of technical colleges or teacher training colleges and cooperating with already-existing hospital schools of nursing. In Barbados, the Community College will soon be the principal training center for nurses.

   There are four general types of training offered:

   - Nursing Aides' Program—The short-term courses range from a few weeks to several months and prepare people for positions comparable to those in American hospitals.
   - Nursing Assistants' Program—The typical course is 18 months long and leads to a qualification comparable to Practical Nurse in the United States. The nomenclature varies, with Assistant Nurse or Nurse Assistant most common. They are also called Enrolled Nurses or (in the Bahamas) Trained Clinical Nurses.
   - Registered Nurses' Program—The standard length of the course is three years (or two years plus a year's internship in some programs in Jamaica). The nomenclature varies, with the common titles Registered Nurse or State Registered Nurse.

---

12. Registered nurses in the Bahamas may enter a two-year program organized by the Ministry of Health and Florida International University, which awards a Bachelor of Science degree for the program.

13. For further information on West Indies College, see the last article in Chapter Nine

In some territories there is also a basic qualification called Registered Mental Nurse, but psychiatric nursing is a part-basic course elsewhere. The admission requirement has varied greatly in the past but is generally standardized today at a level comparable to high school graduation in the United States, ranging from two G.C.E. O levels (Antigua and elsewhere) to five G.C.E. O levels (Trinidad and Tobago).

A second basic qualification has been midwife based on a two-year program without previous nursing training. The program normally involves six months' training in general nursing followed by two years' specialty training as a midwife. This type of program is not the preferred system of training midwives in the Commonwealth Caribbean but has been resorted to because of pressing need for midwives in rural areas and the general shortage of trained nurses of any kind, let alone those with midwife qualifications. These programs are being phased out.

- Post-Basic Programs—Post-basic programs are specialty training programs designed to prepare qualified Registered Nurses for positions of responsibility in hospitals and ministries or for specialized nursing work. Among the specialties available through hospital or university programs are the following: Care of the Mentally Ill; Child Care; Community Nursing; District Health Nursing; Health Visitor; Middle Management; Midwifery; Nurse-Anesthetist; Nurse Practitioner (General Practice, Pediatric Nursing, Psychiatric Nursing); Nursing Administration; Psychiatric Nursing; and Public Health Nursing.

The Caribbean schools of nursing and their programs are listed in Table 15.

Table 15

Programs Offered at Caribbean Schools of Nursing, Fall 1977

The programs in this table are organized alphabetically within country in the following order: Jamaica; Trinidad and Tobago; Guyana; all other countries and territories in alphabetical order.

School	Qualifications and Length of Programs		
	Basic	Post-Basic	Other
Bellevue, Jamaica	—	—	Asst. Nurse 18 mos.
Cornwall, Jamaica	S.R.N. 3 yrs. •	—	—
Excelsior Community College, Jamaica	S.R.N. 3 yrs.	—	—
Kingston School of Nursing, Jamaica (incl. Bellevue)	S.R.N. 3 yrs. •	—	—
Mandeville, Jamaica	Midwifery 2 yrs.	—	—
Montego Bay, Jamaica	—	—	Asst. Nurse 18 mos.
Princess Margaret, Jamaica	—	—	Asst. Nurse 18 mos.
Spaldings, Jamaica	—	—	Asst. Nurse 18 mos.

• Third year is an internship in a hospital.

Table 15 (continued)

School	Qualifications and Length of Programs		
	Basic	Post-Basic	Other
Spanish Town, Jamaica	Midwifery 2 yrs.	—	Asst. Nurse 18 mos.
University Hospital of the West Indies, Mona	S.R.N. 3 yrs.	Midwifery 9-10 mos.	—
Victoria Jubilee, Jamaica	Midwifery 2 yrs.	—	—
West Indies College	Degree* 4 yrs.	—	—
General Hospital, Port of Spain, Trinidad	R.N. 3 yrs.	Midwifery 1 yr.	Asst. Nurse 18 mos.
	Midwifery 2 yrs.	R.N.† 18 mos.	—
General Hospital, San Fernando, Trinidad	R.N. 3 yrs.	Midwifery 1 yr.	Asst. Nurse 18 mos.
	Midwifery 2 yrs.	R.N.† 18 mos.	—
Ministry of Health, Trinidad and Tobago	—	District Health Visitor, 9 mos.	Asst. Nurse 18 mos.
St. Ann's Psychiatric Hospital, Trinidad	R.M.N. 3 yrs.	R.M.N.‡ 18 mos.	—
Georgetown Hospital, Guyana	R.N. 3 yrs.	Midwifery 1 yr.	Asst. Nurse 18 mos.
School of Nursing, Antigua	R.N. 3 yrs.	Midwifery 1 yr.	—
School of Nursing Education, Bahamas	R.N. 3 yrs.	Maternity 1 yr.	T.C.N. 18 mos.
	—	B.Sc.§ 2 yrs.	—
	—	Psychiatric** 18 mos.	—
Tercentenary School of Nursing, Barbados	R.N. 3 yrs.	Midwifery 18 mos.	Asst. Nurse 18 mos.
School of Nursing, Belize	R.N. 3 yrs.	Midwifery 18 mos.	Asst. Nurse 18 mos.
School of Nursing, Bermuda	R.N. 3 yrs.	—	—
Nursing School, Tortola, British Virgin Islands	R.N. 3 yrs.	—	—

Table 15 (continued)

School	Qualifications and Length of Programs Basic	Post-Basic	Other
Nursing School, Dominica	R.N. 3 yrs.	—	—
Nursing Auxiliary School Grand Cayman	[No information available.]		
Nursing School, Grenada	R.N. 3 yrs.	—	—
School of Nursing, Montserrat	R.N. 3 yrs.	—	—
School of Nursing, St. Kitts	R.N. 3 yrs.	—	—
Nursing School, Castries Hospital, St. Lucia	R.N. 3 yrs.	—	—
School of Nursing, St. Vincent	R.N. 3 yrs.	—	—

*Awarded by Loma Linda University in the United States.
†For candidates with the basic qualification of Registered Nurse.
‡For candidates with the basic qualification of Registered Mental Nurse.
§In conjunction with Florida International University.
**For candidates with the basic qualification of Trained Clinical Nurse.

Recommendation—If eligible for admission, diploma-holders may be considered for credit on the same basis as for graduates of hospital schools of nursing in the U.S.A.

- Post-basic qualifications for Registered Nurses are specialist qualifications. However, in Trinidad and Tobago, the R.M.N. can be a basic qualification or a specialist qualification for a previously trained R.N.
- Assistant Nurses (Enrolled Nurses, Trained Clinical Nurses) from the Caribbean and Practical Nurses in the United States have comparable qualifications. The courses in the Commonwealth Caribbean do not usually require a high school diploma or the equivalent for admission.

Occupational Therapy

Occupational Therapy Assistant—One year fulltime leading to certificate of Barbados Community College. Admission: (a) three G.C.E. O levels, including English, or the equivalent, *or* (b) qualified nursing assistant's certificate, *or* (c) successful completion of the Pre-Nursing/Health Services year.

Subjects include Anatomy, Basic Psychology and Psychiatry, Group Dynamics Skills, Learning Behavior, Personality Development, Treatment Skills (e.g., Art, Clerical Skills, Domestic Crafts, Drama, Industrial Arts, Music, Recreation).

Recommendation—Graduates may be considered for up to two years of credit in technical subjects as though from career programs in two-year colleges in the U.S.A.

Pharmacy

1. Barbados Community College—Two years fulltime, followed by internship, leading to certificate. Admission: five G.C.E. O levels, including English Language, Mathematics, either Biology or Chemistry, plus two other subjects, or successful completion of the Pre-Nursing/Health Services year.

   First year—Chemistry, Human Biology, Medical Terminology (option), Microbiology, Orientation to Pharmacy, Pharmaceutical Calculations, Pharmaceutics, Psychology of Learning (option).

   Second year—Chemistry, Forensic Pharmacy, Pharmaceutics II, Pharmacology, Pharmacy Administration.

   Graduates may complete a third year at the University of Guyana, leading to the University's Diploma in Pharmacy. There is also a cooperative arrangement with the Massachusetts College of Pharmacy.

   Recommendation—Graduates may be considered for undergraduate admission with up to two years of credit.

2. University of Guyana—The three-year program leading to the Diploma in Pharmacy is described in the section on the Faculty of Natural Sciences at the University of Guyana in Chapter Eight.

3. College of Arts, Science, and Technology (C.A.S.T.), Jamaica—The three-year program leading to the College's Diploma in Pharmacy is described in the separate article on C.A.S.T. in Chapter Nine.

4. Trinidad and Tobago—The Ministry of Health in Trinidad and Tobago has offered three-year in-service programs for pharmacist apprentices, with the apprentices being given time off from work to attend lectures provided by the Ministry. The program has been offered in conjunction with the Pharmacy Board and the University of the West Indies Department of Extra-Mural Studies.

   It is intended to replace the in-service program with one of fulltime study along the lines either of those in Jamaica and Guyana or of the one in Barbados. The program can be evaluated on the same basis as those of the other three countries when it has been set up.

5. Apprenticeship Programs—The traditional method of entry into pharmacy in the Caribbean has been through apprenticeship. Apprentices study their trade on the job and attain qualification through recommendation and examination. Such programs are being phased out.

6. Dispensing—Short courses in dispensing have traditionally been given to train people to dispense medicine in hospitals or in rural clinics.

   The courses are not academic qualifications.

7. Dispensary Assistants—The Ministry of Health of Guyana conducts short courses for dispensary assistants who serve as aides to qualified pharmacists. Admission is based on a pass in Mathematics in the College of Preceptors examinations (10th grade in the United States) or the equivalent.

   This is not an academic qualification.

8. Antigua—Three years' apprenticeship leading to certification as a dispenser (druggist). Admission: two G.C.E. O levels, including one science subject.

   This is not an academic qualification.

9. Pharmacy Technicians, Bahamas—Five years' apprenticeship leading to Registered Pharmacist Examination and qualification as Pharmacist Grade II (Grade I for pharmacist with bachelor's degree). Completion of the program is comparable to

the completion of the two-year fulltime programs in pharmacy elsewhere (e.g., at Barbados Community College).

Physiotherapy

Ministry of Health, Jamaica—Three years fulltime leading to qualification as a physiotherapist. Admission: five G.C.E. subjects (including English and Mathematics) with two of them at advanced level.

The program is comparable to the three-year programs found in other countries (e.g., Britain, Israel). It is of a high professional caliber and recognized for practitioners of physiotherapy.

Recommendation—Persons who have completed the three-year courses and been registered as practicing physiotherapists may be considered to have completed the equivalent of the work required in physiotherapy for a degree in the U.S.A., although the qualification itself is not the equivalent of a degree. Prospective transfers will be found to have little background in liberal arts.

Pre-Health Services

Barbados Community College—One year fulltime in pre-nursing/pre-health services leading to admission to postsecondary-level courses in allied health professions. Admission: at least two G.C.E. O levels and, in some cases, a qualifying examination.

The program is designed to qualify for admission students who do not meet the G.C.E. O-level requirements for the health services programs at the college.

The subjects in the program include Biology, Elementary Mathematics, English Language, Orientation to Health and Health Studies (including institutional visits), Orientation to Studies, Physics with Chemistry, and Technical Report Writing.

Similar programs are being planned in other territories, especially Belize, the Bahamas, and Jamaica.

Recommendation—Successful completion of the program in combination with appropriate O levels might constitute a basis for admission in the U.S.A.

Public Health Inspection

The courses are based on the certificate programs of the Royal Society for the Promotion of Health in Britain and are offered by the following institutions: Ministry of Health and College of the Bahamas, Barbados Community College, West Indies School of Public Health (Jamaica), Ministry of Health and College of Health Sciences (Trinidad and Tobago), and Ministry of Health, Guyana.

Certificates were formerly awarded only by the Royal Society but are now being awarded locally.

1. Basic course—Two years fulltime leading to Public Health Inspector's Certificate. Admission: three G.C.E. O levels or appropriate experience.

   The course involves one year of academic studies in school and another year of fieldwork. Most of the subjects are specialized professional topics related to inspection of food and public places.

   Recommendation—If otherwise eligible for admission, the candidate may receive up to 12 semester credits for academic subjects.

2. Post-basic course—Four to six months leading to Certificate in Inspection of Meat and Other Foods. Admission: Public Health Inspector's Certificate.

A similar program has recently been established at the College of the Bahamas (Food Hygiene and Inspection).

This is a professional, not an academic, qualification.

3. One-year course, Bahamas—The Ministry of Health conducts a one-year course in conjunction with the Hotel Training School. There is a post-basic in-service course conducted in the Bahamas by East Tennessee State University.

   Recommendation—If otherwise eligible for admission, the candidate may receive up to 6 semester credits for academic subjects. The post-basic program is a professional and not an academic qualification.

4. One-year course, Trinidad and Tobago—The Ministry of Health had a one-year program followed by 10 weeks' in-service attachment to a senior public health inspector.

   It was intended in 1978 to change to the two-year pattern.

   Recommendation—If otherwise eligible for admission, the candidate may receive up to 6 semester credits in transfer for academic subjects. The post-basic program is a professional and not an academic qualification.

X-Ray Technology

1. School of Radiography, University of the West Indies Hospital, Jamaica—Two years and three months leading to a Certificate in Radiography (diagnostic). Admission: five G.C.E. O levels.

   The possibility of training electrocardiogram technicians in conjunction with the radiography program is being considered.

   Recommendation—Graduates may be considered for undergraduate admission with up to two years of credit in technical subjects as though from career programs in two-year colleges in the U.S.A.

2. University of Guyana—The University has from time to time offered courses of six to nine months in x-ray technology.

3. X-Ray Technician Aide. The Ministry of Health of Guyana conducts a six-month course for x-ray technician aides whenever the need justifies the course.

   This is not an academic qualification.

Planned Programs

Among the more important developments of the Regional Project has been the continuing growth of cooperation and articulation among the training programs in the various territories. Arrangements are being made for transfer of credits between similar programs in different institutions and for entry from lower-level programs into higher-level ones in the same discipline (e.g., pharmacy from Barbados Community College to the University of Guyana). Many of the institutions have agreed to recognize the Pre-Nursing/Health Services Year at Barbados Community College as meeting their entrance requirements for professional courses, and other territories are developing the same kind of pre-training course.

Every year brings the establishment of new programs. The regional cooperation makes it certain that new programs will be based on common approaches and experience of earlier programs, which will make it easier for evaluation in the United States. In general, it may be expected the new programs will follow the models of those described in this section and can be evaluated by applying the same principles.

Chapter Eleven

External Career and Professional Qualifications

[The placement recommendations in this chapter were approved by the National Council on the Evaluation of Foreign Educational Credentials, November 30, 1978.]

Most of the Commonwealth Caribbean's institutions of further education, and many within the secondary technical sectors, offer preparation for examinations conducted externally to provide certification in technology, business, commerce, domestic science, certain professions, and other career training. Most of the examination programs originate in the United Kingdom. This chapter covers the external qualifications most commonly used in the Commonwealth Caribbean; those not covered may be found in *United Kingdom* or in the book *British Qualifications* by Barbara Priestley.[1]

Association of Certified Accountants (A.C.A.)

23 Bedford Square
London WC1B 3HS
England

The Association of Certified Accountants,[2] formerly known as the Association of Certified and Corporate Accountants, is a professional association that has the authority to qualify trained accountants to practice in the United Kingdom by conferring membership on them. Members are accepted and advanced within the Association by examination, and not even holders of degrees in accounting are exempt from all of the examination requirements necessary to become practicing accountants. The Association's examinations and qualifications are used in many countries of the Commonwealth, including the West Indies, where individuals prepare for the exams at educational centers such as the College of Arts, Science, and Technology in Jamaica.

There are three stages of membership in the Association: studentship (for a person studying for the examinations), associateship, and fellowship. A student is not a corporate member—i.e., he or she cannot vote on Association matters. Corporate members must have passed all examinations and satisfied other requirements, such as minimum age and experience.

---

1. *British Qualifications: A Comprehensive Guide to Educational, Technical, Professional, and Academic Qualifications in Britain* (London: Kogan Page).

2. Additional information is given in *United Kingdom*, pp. 177 and 180.

The basic educational requirement for admission to studentship is five G.C.E. subject passes, at least two of them at advanced level (five ordinary-level passes before 1973). The examinations are structured in two parts, foundation exams and professional exams, and there are 18 subjects. The period of training is usually five years part-time.

The subjects of the examination are as follows:[3]

Foundation: Accounting I, Accounting II (costing), Data Processing and Systems Design, Economics and Business Environment, Principles of Law, Statistics.

Professional: Accounting III, Accounting IV, Accounting V (management), Accounting VI (financial management), Auditing, Auditing and Investigations, Business Management, Company Law, Law of Insolvency, Executorship and Trusteeship, Taxation I, Taxation II.

Persons who have degrees in accounting are exempted from the foundation examinations and enter directly into studies for the professional examinations. The same exemption is granted certain other qualifications (e.g., persons who have completed successfully the eight examinations of the Institute of Accounting Staff[4]).

Recommendation—Corporate members (i.e., associates or fellows) may be considered for graduate admission.

City and Guilds of London Institute (C.G.L.I.)

76 Portland Place
London W1N 4AA
England

The City and Guilds of London Institute[5] is a British examining body that offers hundreds of examinations every year in professional and sub-professional fields. Virtually all Commonwealth countries and territories have presented students to the examinations, and most continue to do so. Even in countries where C.G.L.I. examinations are no longer given, many professional courses are still structured on C.G.L.I. models and use similar nomenclature.

The examinations and courses leading to them can be broadly classified as follows:

Operatives—Courses and examinations in theory and operations in work (e.g., machine tool operation).

Crafts—Courses and examinations for skilled crafts (e.g., bricklayers, plumbers, electricians).

Technicians—Courses and examinations for professions requiring not only manual skills but also sound theoretical knowledge (e.g., telecommunications technicians, electronics technicians, mechanical technicians).

Technologists—C.G.L.I. does not examine at this level, which includes chartered engineers, architects, technologists, etc.

The terminology above is widely used in the Commonwealth Caribbean in the senses given, and courses at technical institutes and colleges are often described in these terms. There is a further division of terminology at the technician level: "technician engineer" is a term often used to describe a qualification midway between technician and technologist. A technician engineer generally has somewhat less theo-

3. Approximately 5 semester credits for each in transfer in the United States.
4. Discussed below in this chapter.
5. For further information, see *United Kingdom*, pp. 100-105.

retical knowledge and somewhat more practical experience and training than, for example, an engineer but has considerably more of both than a technician.

The C.G.L.I. courses are structured in a pattern of five years of part-time studies.[6] In the Caribbean, as in Britain, entry to the first year does not necessarily require a high school diploma. The possession of certain G.C.E. O levels usually provides exemption from the first year and direct entry into the second.

The structure of the courses is as follows:

Part I (basic): two years part-time study.
Part II (final): two more years of part-time study.
Part III (advanced): one more year of part-time study.

The certificates may be awarded as single-subject certificates (each certificate listing one subject) or as group certificates, listing several subjects. The certificates state the level (i.e., Part I, II or III) of the examination and whether it is a craft or technician examination.

Part I is generally comparable to American high school vocational work. Part II is comparable to technical studies in American two-year college career programs, as is Part III, which in some cases approximates lower-division work done in engineering schools in the United States. Transfer credit in American institutions is rarely justified for craft courses. Transfer credit can be determined by a review of the syllabuses, which are readily available.

It is possible in many centers in the Caribbean to study for a year or more after obtaining Part II certificates and to qualify for a Full Technological Certificate.[7] The F.T.C. requires greater depth of study in the technical fields than American two-year degree programs but does not represent as wide an acquaintance with liberal arts subjects as required for most American A.A.S. degrees.

C.G.L.I. offers overseas examinations for fulltime and part-time programs leading to ordinary diplomas and ordinary certificates. These courses and awards are directly comparable to the Ordinary National Diplomas and Certificates[8] awarded in Britain, and in fact are based on the same syllabuses as for the examinations in Britain.

The College of Preceptors

2 and 3 Bloomsbury Square
London WC1A 2RN
England

The College of Preceptors is a society of teachers from all kinds of educational institutions. It has held a Royal Charter since 1849 and works for the development and maintenance of professional standards in teaching through programs of in-service training for teachers, the development and promotion of techniques and examinations, and the provision of a forum for the discussion and research of educational ideas and techniques. Its examinations are available throughout the world. The following are the principal examinations and awards of the College:

6. A more detailed description is given in *United Kingdom*, pp. 101-105.
7. See *United Kingdom*, pp. 101-105, 225.
8. Discussed below in this chapter.

School Certificate[9]

The examinations for the College of Preceptors School Certificate have long been conducted in the Caribbean, especially in Guyana, where the certificate is an integral part of the educational system. The examinations are given in individual subjects, and the certificate lists all subjects passed. The certificate is generally accepted as representing a standard of education comparable to the successful completion of the 10th grade in the United States.

Associateship

The preparation and examinations for the Associate of the College of Preceptors is a professional award designed to upgrade the qualifications of practicing teachers (at least one year's experience is required for entry into the examinations), especially the following: teachers of long-standing experience who do not have a formal teaching qualification, specialist teachers (e.g., music, technical subjects), degree-holders with limited formal training in education, and specialist teachers in higher or advanced education who do not have formal teaching qualifications. The standard of the examinations is pegged at a level higher than that of the three-year colleges of education in Britain and slightly below that required for a university degree in education.[10]

Passes in four examinations are required for the associateship. Candidates who are not formally qualified teachers must also pass a practical teaching examination unless exempted by virtue of experience and testimonials. The four examinations are as follows:

- Required: Principles of Education (including curriculum, general principles, personal development, psychology, school environment, school organization, school and society, etc.).
- Option from among the following three: (a) Methods of Teaching (general methods plus methods in specific subject); (b) Methods of Organizing a School or College and its Curriculum (only for educational administrators); or (c) Principles and Practice of College Administration and Management (for recent or prospective appointees to leadership positions in advanced or higher education).
- Option between the following two: (a) Health Education (health care, health problems, methods of teaching health education) or (b) Technical Education (history of technical education, role of student, use in society).
- Required: Educational Systems and Their Development Since 1900 (history, concentrated on England and Wales, Scotland, Northern Ireland, or another country).

Recommendations—The associateship should be considered an additional teaching qualification; 4 undergraduate semester credits may be awarded in the U.S.A. for each examination passed.

9. See also pp. 42-43.
10. See also *United Kingdom*, p. 179.

Licentiateship

The preparation and examinations for the award of Licentiate of the College of Preceptors is pegged at the standard required for a university degree in education in Britain and is regarded in Britain as the equivalent of a university first degree.[11]

The qualification is treated as roughly equivalent to those required for a university graduate certificate (or diploma) in education,[12] but the studies are set at a higher level and include subjects that are offered only at the equivalent of graduate school in the United States and in the Commonwealth universities. The general outline of the examination is as follows:

Part I—Three subjects:

1) Philosophical, Sociological, and Psychological Bases of Education (two examinations, double weight).
2) Educational Systems and Their Development Since 1900 (more advanced than the associateship subject).
3) Option between the following two: (a) Educational Psychology or (b) History of Education (more advanced than the associateship subjects).

Part II—An examination and a thesis on one of a number of specialty subjects (e.g., Education of Blind Children, Functions of Headship, Guidance and Counselling Techniques, Remedial Education, Teaching of Reading).

Part III—Three examinations on one academic subject chosen from a number of subjects (e.g., Biology, History, Latin, Metalwork, Music).

The studies are comparable to American studies as follows: 4 semester credits for each Part I subject (8 for the Philosophical, Sociological, and Psychological Bases of Education), 8 for Part II, and 8 for Part III.

Recommendation—Holders of the Diploma of Licentiate may be considered for graduate admission in the U.S.A.

Fellowship

The qualification of Fellow of the College of Preceptors is set at the standard of a graduate degree in the United Kingdom, though it is not alone equivalent to a master's degree. It is a research qualification and is awarded following the assessment of a thesis based on the candidate's research. It represents academic achievement comparable to graduate-level research toward a thesis for a master's degree.

Diploma in School Management Studies

The diploma is awarded based on success in the examinations for Part II and Part III for the licentiateship, as follows:

Part II—Function of Headship (examination and thesis, 10,000 words).

Part III—English Law with Special Reference to Education and to Children and Young Persons (three examinations).

Recommendation—May be considered for undergraduate admission with up to 8 credits for each exam passed at Part II and Part III levels, in addition to credit for other qualifications.

---

11. See *United Kingdom*, p. 179.
12. Ibid., pp. 89-93.

Personal Study Courses

Correspondence courses are organized for most of the individual examinations offered by the College of Preceptors.

Recommendations—Credit for success in the examinations on a course-by-course basis as recommended for each of the levels of study (associateship and licentiateship).

Institute of Accounting Staff (I..S.)

23 Bedford Square
London WC1B 3HS
England

The Institute of Accounting Staff was formed to provide an examining body for people who wanted to obtain a qualification in accounting that would allow them to work as technical assistants to chartered accountants. It was formed in association with the Association of Certified Accountants (A.C.A.),[13] and the two bodies share offices.

It serves a second important function of allowing people who do not have the educational qualifications to enter directly into training for chartered accountancy to upgrade their preparation and subsequently study to become chartered accountants.

There are two stages in membership: studentship and membership. Students are not corporate members and cannot vote in the Institute's matters.

The basic educational requirement for studentship is four G.C.E. O-level passes. The examinations, which are intended to dovetail with the foundation exams of the A.C.A., have two parts and cover eight subjects: Accountancy I, Accountancy II, Auditing, Company Law, Cost Accountancy, Data Processing and Systems Design, Principles of Law, and Taxation.

London Chamber of Commerce and Industry (L.C.C.)

Marlowe House
Station Road
Sidcup, Kent DA15 7BJ
England

The London Chamber of Commerce and Industry[14] conducts a number of examinations in commercial and secretarial subjects. In general, the purpose of the examinations is to establish minimum standards for employment, though many are used for admission to advanced education in commercial studies (e.g., the Ordinary Certificate in Business Studies, discussed later in this chapter). The examinations test proficiency in subjects offered at the high school and junior college level in the United States, in some cases in business and office management subjects in four-year colleges.

The examinations are taken to provide external assessment in hundreds of courses and institutions in the Commonwealth, including many in the Caribbean area. The most common type of examination taken in the single-subject test in which a person demonstrates his or her proficiency in a specific commerce-related skill (e.g., typewriting). The single-subject examinations are in three stages, with American equivalents as follows (each a full-year course equivalent):

13. Previously discussed in this chapter.
14. See *United Kingdom*, pp. 107-108.

Elementary Stage (Stage I): high school level in the United States.

Intermediate Stage (Stage II): high school level in the United States.

Higher Stage (Stage III): college in the United States.

Some colleges in the United States count subjects at the intermediate stage toward admission purposes as for G.C.E. subjects. Normally, no more than one is counted, except for commercial programs in associate degree programs.

Individuals are often considered for advanced standing placement or transfer credit for success in subjects whose goals are set in terms of easily measured performance (e.g., words per minute for typewriting and shorthand). Transfer credit is not usually considered for academic courses at the Stage I and II levels, though individuals with passes in easily evaluated subjects (such as foreign language) are often given the opportunity to validate possible advanced standing or transfer credit.

Some colleges in the United States give transfer credit for subjects passed at the higher stage: the same number of credits would be given for the parallel course in the American institution (e.g., Basic Accounting, Basic Auditing, Costing, Elementary Economics).

Grouped-Subject Certificates

The L.C.C. offers several certificates that are based on passes in single subjects or on several subjects at one time. They include the following:

- School Certificate of Commercial Education (intermediate stage)—passes in Arithmetic, Book-keeping, English, a foreign language, Structure of Commerce or Commercial Geography, plus two other subjects (candidates whose native language is not English may substitute English or English for Commerce for Overseas Students for the foreign language) reducing the total requirement by one subject. All subjects must be passed at the intermediate stage.

  The certificate is comparable to an American vocational high school diploma in commercial studies.

- Higher Stage Group Certificates—Certificates are awarded for varying subject areas and numbers of subject passes (usually the main subject plus two more related ones). The fields in which they are awarded are as follows: Accounting, Auditing, Company and Secretarial Practice, Costing, Economics, Languages, Law, Management Accounting, Marketing, and Shipping.

  Candidates who are eligible for admission to college, are often considered for credit on the same basis as for single-subject L.C.C. examinations that are listed on the group certificate.

Ordinary and Higher Diplomas and Certificates

The Ordinary and Higher National Diplomas and Certificates are awards in Britain that are based on studies at the level of higher education in the United States.[15] They are awarded for success in national examinations that are jointly controlled by industry and commerce, professional associations, and the educational authorities.

The awards are not made outside the British Isles. However, other awards that are identical to the British awards are made in the Caribbean and elsewhere in the Commonwealth, based on the same syllabuses and examinations as in Britain and controlled by the British bodies: the ordinary certificates and diplomas of the City

15. See *United Kingdom*, pp. 98-102.

and Guilds of London Institute and the ordinary and higher certificates in business awarded jointly by the Royal Society of Arts and the London Chamber of Commerce.[16]

In addition, many programs in technical colleges of the Caribbean are patterned on the British programs and in some cases (e.g., at the Government Technical Institute, Guyana) carry the same names even though locally awarded.

The following is a summary of the awards and the study on which they are based:

Ordinary (National) Diploma (O.N.D.)—two years fulltime study.

Ordinary (National) Certificate (O.N.C.)—two years part-time study.

Higher (National) Diploma (H.N.D.)—two or three years fulltime study beyond the ordinary diploma (or the equivalent).

Higher (National) Certificate (H.N.C.)—two or three years part-time study beyond the ordinary certificate (or the equivalent).

Endorsements—Each Certificate of Supplementary Study (an endorsement) to a Higher National Diploma or Certificate represents the equivalent of approximately half a year of fulltime higher education in addition to the diploma or certificate. Placement recommendations for the British awards are given in *United Kingdom* (p. 227). Many Caribbean students obtain the British qualifications while studying in the United Kingdom.

Recommendations for the Caribbean programs with the same names (most commonly Ordinary Diploma or Certificate) are given in the articles on separate technical colleges. In most cases, up to one year's credit has been recommended, which, depending on the program, may be in two or three main subjects or spread across several. However, some colleges in the United States are finding that holders of Ordinary Diplomas or Certificates may qualify for up to two years' credit as for graduates of career programs in two-year colleges in the United States. Thus, the holder of both an Ordinary and a Higher Diploma would be considered to have the equivalent of four years of higher education even though the award is not generally regarded as equivalent to a degree. Many universities in the United Kingdom accept holders of the Higher National Diploma (particularly when there is at least one endorsement or high examination marks) for admission to graduate programs.

Ordinary and Higher Certificates in Business Studies (O.C.B.S.)

OCBS
The London Chamber of Commerce
Commercial Education Scheme
Marlowe House, 109 Station Road
Sidcup, Kent DA15 7BJ
England

An Ordinary Certificate in Business Studies and a Higher Certificate in Business Studies are jointly awarded by the London Chamber of Commerce and Industry and the Royal Society of Arts. The certificates are awarded only outside the United Kingdom, but the syllabuses and examinations are the same as those for the Ordinary National Certificate and Higher National Certificate[17] awarded by the two bodies inside Britain. The two certificates are available in many Commonwealth countries, including several in the Caribbean area.

16. C.G.L.I., R.S.A., and L.C.C. are discussed in this chapter. See also the article on Ordinary and Higher Certificates in Business Studies below.

17. Discussed in article above.

Ordinary Certificate in Business Studies

The courses required in the two-year program are as follows:

First Year—Structure of Commerce, plus three of the following: Accounting I, British Constitution, Economic Geography, Economic History, Elements of Computers (Appreciation in Business) I, Elements of Statistics, General Principles of English Law, Introduction to Quantitative Methods in Business I, a modern language I.

Second Year—Economics, English (including an extended essay), plus two of the following: Accounting II, Elements of Computers (Appreciation in Business) II, Elements of Insurance, Functions and Organization of the Office, Introduction to Quantitative Methods in Business II, Mercantile Law, Principles and Interpretation of Accounts, Transport, and a modern language II.

The standard of the program is the same as for the national certificates and diplomas.[18]

Recommendation—Certificate-holders may be considered for admission to undergraduate programs with up to one year of credit as though from career programs in two-year colleges in the U.S.A.

Higher Certificate in Business Studies

The institution offering the course has many options in structuring the program, which lasts two years. The courses are as follows, with each student normally taking three a year: Advanced Accounting I and II, Advertising I and II, Application of Statistics, Applied Economics I and II, Business Organization, Commercial Law, Company Law, Cost Accountancy I and II, Data Processing I and II, Industrial Law, Marketing, Market Research, Office Organization, Organization and Methods, Secretarial and Administrative Practice, and Sociology of Industry and Commerce.

The standard for the program is the same as for the national certificates and diplomas.[19]

Recommendation—Certificate-holders may be considered for admission to undergraduate programs with up to 2½ years of credit as though from career programs in two-year colleges in the U.S.A.

Marks and Grades

The examinations are marked on a scale of 0 to 100, with the minimum passing mark 40%. However, an average of 50% is required for the award. The final decision is based on a weighting of marks, 70% for the final (external) examinations, and 30% for the internal and classwork examinations. The scale of marks and grades is as follows:

Distinction	70%
Credit	50%
Pass	40%

These can be converted to grades on the American scale as follows:

A	70% and above	D	40 to 49%
B	60 to 69%	F	0 to 39%
C	50 to 59%		

18. Ibid.
19. Ibid.

Royal Society of Arts (R.S.A.)

18 Adam Street
London WC2N 6AJ
England

The Royal Society of Arts Examining Board is part of the Royal Society for the Encouragement of Arts, Manufactures, and Commerce[20] and conducts a number of examinations in commercial, secretarial, and other subjects. In general, the purpose of the examination is to establish minimum standards for employment, though many are used for admission to advanced education in commercial studies (e.g., the Ordinary Certificate in Business Studies, previously discussed in this chapter). The examinations test proficiency in subjects offered at the high school and junior college level in the United States, and in some cases in business and office management subjects in four-year colleges.

The examinations are taken to provide external assessment in hundreds of courses and institutions in the Commonwealth, including many in the Caribbean area. The most common type of examination taken is the single-subject test in which a person demonstrates his or her proficiency in a specific commerce-related skill (e.g., typewriting). The single-subject examinations are in three stages, with American equivalents as follows (each a full-year course equivalent):

Elementary Stage (Stage I)—high school level in the United States.
Intermediate Stage (Stage II)—high school level in the United States.
Higher Stage (Stage III)—college level in the United States.

Some colleges in the United States count subjects at the intermediate stage toward admission purposes as for G.C.E. subjects. Normally, no more than one is counted, except for commercial programs in associate degree programs.

Individuals are often considered for advanced standing placement or transfer credit for success in subjects whose goals are set in terms of easily measured performance (e.g., words per minute for typewriting and shorthand). Transfer credit is not usually considered for academic courses at the Stage I and II levels, though individuals with passes in easily evaluated subjects (such as foreign language) are often given the opportunity to validate possible advanced standing or transfer credit.

Some colleges in the United States give transfer credit for subjects passed at the higher stage: the same number of credits for the parallel course in the American institution (e.g., Basic Accounting, Basic Auditing, Costing, Elementary Economics).

Grouped-Subjects Certificates

The R.S.A. offers a number of certificates based on passes in several subjects. None of the certificates should be regarded as a separate qualification by itself, but the individual subject listed should be evaluated as for single-subject certificates. Some certificates are for examinations all at the same stage but most are for a mixture of stages, depending on the professional emphasis of the certificate. The certificates are as follows:

(1) Group Certificates in Commercial Subjects—Certificates offered at Stage III (three subjects), Stage II (three subjects), and Stage I (four subjects).

(2) Clerk-Typists Certificate (three subjects at any stage).

(3) Group Certificate in Clerical Studies (mixture of Stages I and II).

---

20. See *United Kingdom*, pp. 106-107.

(4) Group Certificate in Secretarial Subjects (mixture of Stages II and III).

(5) Group Certificate for Cost Clerks—Four subjects at Stage II.

(6) Group Certificate in Foreign Languages—Three languages, all at Stage III.

(7) Group Certificate in Storekeeping—Three subjects, a mixture of Stages I and II.

Union of Lancashire and Cheshire Institutes

36 Granby Road
Manchester M1 6WD
England

The Union of Lancashire and Cheshire Institutes, another British examining body, also has examined widely in the Caribbean. Its examination system is similar to that of the City and Guilds of London Institute (C.G.L.I.). For a description of the C.G.L.I., see the second article in this chapter.

Chapter Twelve

Placement Recommendations

A. Guide to Analysis of Credentials

1. Required Documents

a. General Statement

A complete application should include all diplomas and certificates earned by the individual, transcripts when relevant, and syllabuses when helpful. Because of the possibility that altered documents may occasionally be submitted, it is recommended that original certificates be obtained when feasible and that they be copied and returned to applicants. It is also recommended that transcripts and recommendations be sent directly from the issuing institutions to the requesting institutions in the United States.[1]

b. Specific Guidelines

The following are notes on types of documents available, with suggestions on what should be required:

SECONDARY EDUCATION—The public examination certificates (e.g., General Certificate of Education) are in almost all cases enough for making a decision. Transcripts from schools are rarely needed, and if submitted should not be used either to negate or to supplement results in public examinations. When the certificate for a public examination is not equivalent to a high school diploma (see Section B-1 below), every effort should be made to obtain additional information (transcripts or later examination results) to determine whether the applicant continued in school after being awarded the first certificate.

When the goal of the evaluation is to determine high school graduation (see Section B-2 below), rather than eligibility for university admission, the transcript is often the only means for determining whether a person has completed secondary school.

---

1. Institutions of higher education are accustomed to sending transcripts to the United States; secondary school transcripts may be accepted from individuals.

TECHNICAL EXAMINATIONS—Certificates from overseas examining bodies (e.g., City and Guilds of London Institute, Royal Society of Arts) may be awarded on a single-subject basis—i.e., one subject to a certificate—or on grouped-subject certificates. A final award based on previous examination passes (e.g., C.G.L.I. Full Technological Certificate) may contain no reference to previous passes. Syllabuses and detailed examination results should be requested whenever useful, especially in cases of potential transfer credit, when there is uncertainty as to how the technical studies compare with specific courses in institutions in the United States.

Technical subjects may often be used to supplement academic credentials but should not replace them altogether in admissions decisions. They should not be ignored, especially when an applicant seeks admission to a technical or commercial course.

UNIVERSITIES—The University of the West Indies and the University of Guyana now issue transcripts that are broadly comparable to transcripts in the United States, with courses and grades that bear direct comparison with American systems. Detailed information is given in Chapter Eight.

OTHER INSTITUTIONS OF HIGHER EDUCATION—The teacher training colleges all issue transcripts, but the form of the information varies. Some give total hours for a subject, some total annual hours for a subject, and others hours per week for a subject. The grading scales may differ somewhat.

2. Marks and Grades

In most territories and countries of the Commonwealth, including those in the Caribbean, there is a distinction made between marks and grades that is not usually made in the United States. For example, a public or university examination may be marked on a scale of 0 to 100 (e.g., 40 marks for one section, or paper, and 60 for another), but the grades are awarded (and appear on certificates and transcripts) on a scale of E to A. Technical-examination certificates and certain degrees and university diplomas and certificates may be awarded "with credit" or "with distinction." Degrees are awarded with classifications (e.g., with first class honours) that are equivalent to overall grades. But the examinations on which the grades are based are marked on a different scale. Thus, a transcript or statement of examination results—as distinct from a certificate—may give the number of marks and not the grade. The grade is usually based on a scaled distribution of the marks and is the important measure for decision-making in the United States.

The pass mark on the 0 to 100 scale is often 35 or 40. Americans frequently misunderstand a pass mark that appears to them so low. However, the essential point is that the whole range of marks can be—and is—awarded. Thus, if the distribution curve calls for 40 percent of the examinees to fail and the pass mark is 40, a pass with the minimum passing mark represents the 40th percentile of the persons examined. It is therefore comparable to a lower-middle C in the United States where the C range is normally the 30th to 70th percentile.

The D and, largely, the C-minus ranges in the United States are failures in the Commonwealth Caribbean.

3. Mature-Age Applicants

An important key to the success of a student is motivation, which is extremely difficult to measure in most cases. However, it can often be indicated for a Commonwealth Caribbean student in a fairly objective way. A person who has left school and entered the world of work (especially teachers and other government employees) will also continue to study part-time and independently to obtain additional qualifications—e.g., G.C.E. passes, teacher-examination passes. Under an educational system in which opportunity has been traditionally restricted, the failure to have obtained strong academic qualifications while in secondary school may tell little about the applicant's academic aptitude. The fact that a person has devoted great time and effort as an adult to obtain additional academic credentials (as with Americans who obtain high school equivalency diplomas) is often an important consideration in the admissions decision. It is for this reason that mature-age admission is an integral part of the Commonwealth system of higher education, and exceptions to admission criteria are frequently made on the bases of motivation and professional experience.

B. Placement Recommendations

[AUTHOR'S NOTE: It is urged that these recommendations be used in close conjunction with the information in the text. There are numerous exceptions to the guidelines below, as well as additional considerations in most cases, which are covered only in the text. It should be noted that separate credentials, neither of which alone meets an admission requirement, may be satisfactory when considered together.]

The placement recommendations were approved by the National Council on the Evaluation of Foreign Educational Credentials, November 30, 1978. For an explanation of the role of the Council, see p. 222.

1. School Transfers

The following are general guidelines (see Chapters Three and Four for further information on primary and secondary schools):

Transfers	Placement
Primary and all-age schools	Year-for-year placement, grades 1-9.
Junior secondary schools in all territories except Guyana	Year-for-year placement, beginning at grade 7.
Sub-high school graduation certificates	Year-for-year placement according to Table of Equivalents in Section 2 below.
Secondary schools (including junior secondary schools in Guyana)	Year-for-year placement in grades 8, 9, 10, 11, or 12.

2. Sub-High School Graduation Credentials

The following are approximate equivalents between American education and certificates awarded in the Caribbean at a level below high school graduation. (See Chapters Five and Six for further information.)

Certificate	Approximate U.S. Equivalent
Grade Six Achievement Test	Completion of grade 6.
Common Entrance Examination (most territories)	Completion of grade 6.
Secondary School Entrance Examination (Guyana)	Completion of grade 6.
Primary School Leaving Certificate (Trinidad and Tobago)	Completion of grade 8.
Other Primary-School Leaving Certificates	Completion of at least grade 8.
Technical High School Entrance Examination (Jamaica)	Completion of grade 8.
Grade Nine Achievement Test (Jamaica)	Completion of grade 9.
Preliminary Certificate of Education (Guyana)	Completion of grade 9.
College of Preceptors Certificate	Completion of grade 10.
Barbados Secondary School Certificate Part I*	Completion of grade 10.
Barbados School Leaving Certificate	Completion of grade 10.
Bahamas Junior Certificate	Completion of grade 10.
Jamaica School Certificate	
a. Each single subject	Completion of study in that subject through grade 10.
b. Total of five subjects	Completion of grade 10.
Jamaica Local Examinations	
a. First Jamaica Local	Completion of grade 8.
b. Second Jamaica Local	Completion of grade 9.
c. Third Jamaica Local	Completion of grade 10.
Pupil-Teacher Examinations (many territories)†	
a. Anterior examinations	Completion of grades 7, 8, or 9.
b. Final examinations	Completion of grade 10.
Probationary Teacher Examinations (many territories)†	
a. Anterior examinations	Completion of grades 7, 8, or 9.
b. Final examinations	Completion of grade 10.

*There is no Part II.

† The number of examinations varies from one to four.

Jamaica Certificate of Education	
a. First part	Completion of grade 10.
b. Second part	Completion of grade 11.

3. High School Graduation

The completion of Form V or the equivalent with passes in a reasonable number of school subjects is comparable to high school graduation in the United States. Any of the following may be accepted as proof of completion of Form V or the equivalent:

- A statement of completion of Form V (or the fifth year of a secondary school) issued by the head of the school, showing passes in a reasonable number of school subjects.
- An official school transcript that shows completion of Form V (or five years of secondary school), with passes in a reasonable number of school subjects.
- Three subjects without duplication from any of the following certificates: General Certificate of Education, Caribbean Examinations Council Secondary Education Certificate, or the Cambridge School Certificate or any combination of these certificates.
- Secondary School Certificate issued by the Ministry of Education in Jamaica beginning in 1976.
- Completion of a four-year technical high school program in Jamaica, showing passes in a reasonable number of school subjects.
- Statement of completion of a four-year secondary program from certain schools in Belize, showing passes in a reasonable number of school subjects.
- Completion of a five-year program of secondary education in a comprehensive school of Trinidad and Tobago, showing passes in a reasonable number of school subjects.
- Proof of enrollment in Form VI in any territory.

NOTES:

—Many Caribbean students obtain additional qualifications in Britain that should be considered along with their Caribbean credentials. See Chapter Fourteen, *United Kingdom* (Chapter Thirteen for professional qualifications).

—The G.C.E. and Cambridge School Certificate are described in Chapter Five of this volume; the local examinations are described in Chapter Six.

4. Admission to Higher Education, Based on High School-Level Subjects

a. Counting Subjects

When admission to higher education for Caribbean students, both in Caribbean and American institutions, is based on an accumulation of single-subject passes in public examinations at the secondary level, the following are subjects that should be counted together toward admission eligibility:

—Each subject with grade of "credit" or better on Cambridge School Certificate.

—Each subject with grade 6 through 1 on Cambridge School Certificate or joint examination for G.C.E./school certificate;

—Each subject passed at ordinary level on the General Certificate of Education before summer, 1975.

—each ordinary subject on a General Certificate of Education with grade A, B, or C in summer, 1975, or afterward;

—each subsidiary pass on a Cambridge Higher School Certificate;

—each principal pass on a Cambridge Higher School Certificate;

—each pass at advanced level on a General Certificate of Education with grade A, B, C, D, or E;

—each subject equivalent to those above, as listed on pp. 51-54 and 221-222 in *United Kingdom;*

—each subject on a Caribbean Examinations Council Secondary Education Certificate at general proficiency with Grade I or II (integrated science and agricultural science each to count as two subjects);*

—each two subjects on a Caribbean Examinations Council Secondary Education Certificate at basic proficiency with grades I or II (agricultural science and integrated science each to count as one subject);*

—each subject on the Ministry of Education Secondary School Certificate in Jamaica with grade (achievement range) of 5.

NOTE: Guidelines on counting academic, technical, commercial, and domestic subjects are given in Chapter Five, pp. 37-38. The guidelines apply to all examinations listed here. The guidelines on pp. 36-37 for assessing high school units apply to all examinations listed here.

b. Recommendations Based on the Counting of Subjects

In the following table, "subjects" means subjects obtained without duplication, at either ordinary (O) or advanced (A) level or of any other type listed above (plus any other subjects not listed here but give in *United Kingdom,* pp. 51-54 and 221, as equivalents to G.C.E. subjects).

(1) Five or more academic subjects without duplication	May be considered for undergraduate admission to selective institutions or programs, with consideration for advanced-standing credit for A levels as noted in (5) below.
(2) Four academic subjects without duplication, plus one or more nonacademic subjects (e.g., Accounting, Engineering, Drawing, Health Science).	May be considered for undergraduate admission to moderately selective institutions or to professional programs (e.g., Business) when the nonacademic subject is in the same field or one related to the intended major field of study, with consideration for advanced-standing credit for A levels as noted in (5) below.

*The discussion of these examinations is included with the assumption that the Caribbean Examinations Council system goes into effect as described in Chapter Six.

(3) Four academic subjects without duplication	May be considered for admission to academic or professional programs in minimally selective institutions, with consideration for advanced-standing credit for A levels as noted in (5) below.
(4) Fewer than four academic subjects	May be considered for admission when consistent with an institution's policy of admissions based on high school graduation alone* or when technical qualifications relevant for specialized programs (e.g., two-year career programs) are presented. Advanced-standing credit should be considered for A levels as noted in (5) below.
(5) Passes in A-level subjects (or principal passes on the Higher School Certificate)	Should be awarded up to 10 semester credits for each subject. Foreign language passes may yield credit beyond the intermediate level. The subject passes should be counted among the admissions subjects but should not duplicate lower level passes in the same subject.

c. Quality Considerations in Counting Subjects

—Subjects obtained at a single sitting (i.e., one examination period and listed on the certificate) demonstrate greater academic achievement than subjects obtained over two or more years, except for mature-age applicants who have been studying part-time while working. Thus, four subjects listed on one certificate may be stronger than five passes on three certificates.

—Additional professional or technical examinations (see Chapters 9-11) may render admissible an otherwise inadmissible candidate, especially when his or her intended field of study matches the additional qualifications.

—Institutions that set highly selective admissions standards are advised that the fairest methods are to increase the number of subjects required from five to six; to be demanding on the distribution (e.g., English, mathematics, a science, and a foreign language); or to require that at least two or three subjects have been passed with a grade higher than the lowest recommended. A-level passes should not be required for admission.

—Institutions that require four annual units of English for applicants educated in the United States should require English among the subjects from Commonwealth Caribbean applicants.†

*For example, some institutions may want to admit citizens and immigrants based on high school graduation alone but may want to require students with temporary visas to have higher quality secondary qualifications.

†For a discussion of credit for foreign language, see p. 37.

5. School Certificate (pp. 38-41)

Passes with "credit" or better (grades 6-1) should be considered equivalent to G.C.E. O level. However, a School Certificate in the first or second division should be treated as equivalent to five G.C.E. O levels if there are at least six academic subjects on that certificate and four of them have been passed with grades of "credit" or better.

6. Higher School Certificate (p. 41)

Passes at principal level should be considered equivalent to passes at G.C.E. advanced level, with credit awarded as appropriate (see the recommendations for G.C.E. A level, no. b-5 above). Passes at subsidiary level should be considered equivalent to G.C.E. O levels, though their syllabuses require greater breadth and depth of preparation than O-level syllabuses.

7. Independent Technical and Professional Examinations

The examinations of the individual examining bodies, described in Chapter Eleven, are listed alphabetically as follows (for examinations and qualifications not listed here, see *United Kingdom*):

Association of Certified Accountants
City and Guilds of London Institute
College of Preceptors
Institute of Accounting Staff
London Chamber of Commerce and Industry
Ordinary and Higher Diplomas and Certificates
Ordinary and Higher Certificates in Business Studies
Royal Society of Arts
Union of Lancashire and Cheshire Institutes

8. Institutions of Technical and Professional Education

Selected institutions and their programs are treated separately in Chapter Nine, with placement recommendations given within the chapter. They, along with some of the technical institutes which are not described in Chapter Nine, are listed below:

Antigua Technical Institute*
Bahamas Hotel Training College*
Barbados Community College
Barbados Hotel School*
Belize Technical College*
Bermuda College
Caribbean Meteorological Institute, Barbados*
Caribbean Union College
Carnegie School of Home Economics
Cipriani Labour College
Clifton Dupigny Technical College, Dominica*
Codrington College
College of Arts, Science, and Technology
College of the Bahamas
College of Jamaica
Commercial and Domestic Arts Institute, Grenada*
Community Colleges of Jamaica
Critchlow Labour College
Eastern Caribbean Institute of Agriculture and Forestry
Fredericke School of Home Economics, Guyana*

*Not described in Chapter Nine; see pp. 119-120 for guidelines on the evaluation of credentials from these and other institutions that are not described in this volume.

Government Technical Institute
Grenada Technical Centre*
Grenada Technical and Vocational Institute*
Guyana Industrial Training Centre
Guyana School of Agriculture
Hotel School, Barbados
Housecraft Centre, Barbados
Imperial College of Tropical Agriculture
Jamaica School of Agriculture
Jamaica School of Art
Jamaica School of Dance
Jamaica School of Drama
Jamaica School of Music
John S. Donaldson Technical Institute
Montserrat Technical School*
REPAHA
Samuel Jackman Prescod Polytechnic
St. Vincent Technical College*
St. Vincent Vocational Centre*
Technical Institute, Barbados
Trinidad and Tobago Hotel School
West Indies College

9. Training in the Allied Health Professions

The institutions and their programs are treated separately in Chapter Ten, with placement recommendations given within the chapter.

10. Teacher Education (Chapter Seven)

a. Teacher Training Colleges

(1) Three-Year Programs

Diploma of the former program in Jamaica (and some other territories) based on admission below high school graduation.	May be considered for undergraduate admission and transfer credit on the same basis as graduates of the current two-year programs (see below for recommendations).
Diploma of the Carnegie School of Home Economics, Guyana	May be considered for undergraduate admission and transfer credit on the same basis as graduates of the current two-year programs (see below for recommendations).
Diploma of the Technical Education Department of the College of Arts, Science, and Technology, Jamaica	May be considered for undergraduate admission with up to three years of credit.
Diploma of Lilian Dewar Teacher Training College, Guyana (formerly the College of Education for Secondary Teachers)	May be considered for undergraduate admission with up to 2½ years of credit for education and auxiliary subjects, English, and the special study or studies.

(2) Two-Year Programs

Diploma of a two-year, post-secondary teacher training college, whether issued by the college, by	*For graduates who prepared for primary school teaching:* May be considered for undergraduate admission with transfer

*Not described in Chapter Nine; see pp. 119-120 for guidelines on the evaluation of credentials from these schools and other institutions that are not described in this volume.

the Ministry of Education, or by the U.W.I. School (formerly Institute) of Education and diploma of a two-year program that is followed by a year's internship (Jamaica and Belize).*	credit for all education courses and for other subjects related to teaching (e.g., physical education, health, science, art, religious studies, music, speech) and for the freshman sequence in English. No credit is recommended for other academic courses except by examination. The total amount of credit will normally range from 1 to 1½ years. Separate credit should be considered for G.C.E. A levels as stated in recommendations for counting subjects above.* *For graduates who prepared for secondary school teaching (and all graduates from Trinidad and Tobago):* May be considered for undergraduate admission with transfer credit for all education courses and for other subjects related to teaching (e.g., physical education, health science, art, religious studies, music, speech), for the freshman sequence in English, and for each main subject (the subjects the student has prepared to teach) to a maximum of two subjects. The credit for the main subjects should be as for A levels (up to 10 semester credits each). Separate credit should be considered for G.C.E. A levels as stated in recommendations for counting subjects above but not when an A level duplicates a main teaching subject.
(3) One-Year Programs†	
Completion of emergency training schemes on the Moneague model (see Chapter Seven for other programs) and the one-year programs at Erdiston College, the Leeward Islands Teacher Training College, or elsewhere.	May be considered for undergraduate admission with up to 24 semester credits in education subjects (theory, methods, practice teaching), English, and other subjects related to teaching (e.g., physical education).
Completion of the one-year technical education program at John S. Donaldson Technical Institute, Trinidad.	If otherwise eligible for admission, may be considered for up to 10 semester credits for each section in education.

*An exception should be made for graduates from Trinidad and Tobago, who study a special subject as do prospective secondary-level teachers in the other territories.

†AUTHOR'S NOTE: In some territories, especially Jamaica under its former three-year program, it was possible for serving untrained teachers to take the official teacher examinations as external candidates. Passes were considered equivalent to passes by students in the teacher training colleges. See p. 77.

(4) In-Service Training

Diploma of the In-Service Teacher Education Thrust, Jamaica	May be considered for undergraduate admission with transfer credit as for graduates of the current two-year programs (see No. 2 above).
Completion of the 20-week emergency schemes on the Caledonia Junior College model (see Chapter Seven), including the Intermediate Training Centre, Belize, or the 12-week emergency schemes (e.g., Caenwood, Jamaica).	For candidates otherwise eligible for admission, 6 semester credits in transfer for Methods of Teaching Elementary School.
Completion of the two-year in-service course in Guyana.	May be considered for undergraduate admission with transfer credit as for one-year emergency schemes on the Moneague model (see No. 3 above).
Short in-service courses on the 1966 model in Guyana*	For candidates otherwise eligible for admission, transfer credit may be considered for courses in education (especially methods, educational psychology) as appropriate for the length and intensity of the course.

b. University Non-Degree Programs in Education

Diploma in Education	May be considered for graduate admission (based on previously earned bachelor's degree).
Certificate in Education†	May be considered for undergraduate admission with up to one year of transfer credit for the certificate, in addition to credit for anterior qualifications.

11. University Degrees (Chapter Eight)

Bachelor's degrees	May be considered for graduate admission.
Master's degrees	May be considered to hold a degree comparable to a master's degree in the U.S.A.
Doctoral degrees	May be considered to have a degree comparable to doctoral degrees in the U.S.A.
Professional degrees in Law and Medicine	May be considered to have the initial professional degree in the U.S.A.‡

*See p. 82.

†Those persons who hold a bachelor's degree may be considered for graduate admission. No graduate credit should be given for the Certificate in Education.

‡Pre-legal and pre-medical studies are not required for admission to study law and medicine at U.W.I.

12. University Diplomas and Certificates* (Chapter Eight)

The following diplomas and certificates are listed by faculty in the same order they are described in the text.

a. University of the West Indies

Diploma in Tropical Agriculture	Comparable to one full year of graduate coursework in the U.S.A.
Postgraduate Diploma in Library Studies	Comparable to one full year of graduate coursework in library science in the U.S.A.
Diploma in Mass Communication	Comparable to one full year of specialized study in mass communications. May or may not be based on a bachelor's degree.
Licentiate in Theology (L.Th.)	Comparable to two years of undergraduate study in theology in the U.S.A.
Diploma in Food Technology	Comparable to one full year of graduate coursework in the U.S.A.
Certificate in Nursing Education	Comparable to one full year of undergraduate coursework in the U.S.A.
Certificate in Nursing Administration	Comparable to one full year of undergraduate coursework in the U.S.A.
Postgraduate diplomas for graduates in medicine	Comparable to one full year of postgraduate training in selected medical fields in the U.S.A.
The Diploma or Certificate in International Relations	Comparable to one full year of specialized study in the U.S.A. (The certificate is awarded to persons who do not hold degrees or the equivalent.)
Diploma in Management Studies	Comparable to one full year of graduate coursework in the U.S.A.
Certificate in Management Studies	Comparable to one full year of undergraduate coursework in the U.S.A.
Certificate in Public Administration	Comparable to one full year of undergraduate coursework in the U.S.A.
Diploma in Public Administration	Comparable to one full year of graduate coursework in the U.S.A.
Certificate in Social Work	Comparable to two years of fulltime undergraduate study in the U.S.A.

*Some U.W.I. diplomas and certificates in the allied health professions are covered in Chapter Ten.

b. University of Guyana

Certificate in Medical Technology	Comparable to completion of two years of study in mostly technical subjects as in career programs in two-year colleges in the U.S.A.
Diploma in Pharmacy	Comparable to completion of three years of undergraduate study in the U.S.A.
Diploma in Chemical Pathology	Comparable to completion of one year of upper-division study in medical technology in the U.S.A.
Diploma in Microbiology	Comparable to completion of one year of upper-division study in microbiology in the U.S.A.
Diploma in Agriculture	Comparable to completion of two years of undergraduate study in agriculture in the U.S.A.
Special Diploma in Agriculture	Comparable to completion of three years of undergraduate study in agriculture in the U.S.A.
Diploma in Public Management	Comparable to completion of one year of undergraduate study in the U.S.A.
Diploma in Social Work	Comparable to completion of one year of undergraduate study in the U.S.A.
Diploma in Public Communication	Comparable to completion of one year of undergraduate study in the U.S.A.
General Technical Diploma	Comparable to completion of 1½ to 2 years of study in mostly technical subjects as in career programs in two-year college programs in the U.S.A.
Higher Technical Diploma	Comparable to 1½ year of upper-division university study in technology; additional credit will have been awarded for anterior qualifications.

The Role of the Council

The National Council on the Evaluation of Foreign Educational Credentials has several purposes: to establish priorities for research and publication of country or regional studies; to keep admissions officers and other interested persons as up-to-date as possible about changes in foreign educational systems; and to review and to modify as necessary recommendations drafted by World Education Series authors or others who might ask for such review. The composition of the Council changes as the constituent organizations appoint new representatives. Consistency among volumes is sought, despite changes in the Council's make-up, but still, some differences may occur. In voting on individual recommendations, decision is by simple majority. Council members are listed inside the front cover of WES volumes.

The recommendations attempt to cover all levels of formal education in roughly chronological order up through the highest degree conferred. They are based on the text of the book and should be used in conjunction with it. Recommendations, as developed through discussion and consensus in the Council, are not directives, but rather, are guidelines to help the admissions officer determine the admissibility and appropriate level of placement of students who have studied outside the United States. Admissions officers may wish to apply the recommendations flexibly, rather than literally.

The Council carefully phrases its recommendations. For example, a recommendation may state: "May be considered for up to three years of transfer credit." The implication is that the U.S. institution may consider giving less than or as much as three years of credit, the decision to be based upon many factors—age of the applicant's transfer study, applicability of the study to the U.S. curriculum, quality of grades, etc.

Certain recommendations may be identical; e.g., "May be considered for freshman standing" may be recommended for holders of two different kinds of diplomas. However, use of the same statement does not mean that the two diplomas are identical in nature, quality, or in the quantity of education they represent.

Also, while usually aware of educational policies in the country under study, the Council does not necessarily set its recommendations in conformity with the country's policies. Rather, the recommendations reflect U.S. philosophy and structure of education. For example, if in the country under study a secondary school graduate from technical studies is prohibited from entering university, the Council may still recommend consideration for freshman standing in the United States. Sometimes, in order to alert the reader to the fact that the prior education may be heavily specialized or notably different from U.S. education, another phrase may be added, such as "where such educational background is appropriate." It is assumed that admissions officers will read supporting pages in the text before making judgments in accordance with the policies of their own institutions.

Author's Note on Programs Not Covered

The author is aware that certain institutions, whose students may present credentials in the United States, are not covered in the book. He is prepared to assist persons who need information and may be reached at the following address: Stephen H. Fisher; P.O. Box 745; Old Chelsea Station; New York, N.Y. 10011.

Bibliography

No true bibliography is given for this book because it is based entirely on primary sources that are of little use to the reader. Many of the sources are mentioned in the text. Applied comparative educationalists and college admissions officers who evaluate Caribbean credentials regularly will find the following two volumes helpful in working with British-origin credentials:

Fisher, Stephen H. *The United Kingdom of Great Britain and Northern Ireland: A Study of the Educational System of the United Kingdom and a Guide to the Academic Placement of Students in Educational Institutions of the United States.* World Education Series. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers, 1976.

It is available through AACRAO, One Dupont Circle, Washington, D.C. 20036.

Priestley, Barbara. *British Qualifications: A Comprehensive Guide to Educational, Technical, Professional, and Academic Qualifications in Britain.* London: Kogan Page.

It is available through International Publications Service, 114 East 32nd Street, New York, New York 10016.

Index

Accountants, Association of Certified, 121, 132, 133, 141, 197-198, 216.
Accountants, Association of International, 121.
accounting, 121, 127, 132-133, 142, 143, 146, 148, 153, 167, 197-198, 202, 203;
  Professional Accountancy Program, 133
  Sub-Professional Accountancy Program, 133.
Accounting Diploma, 132.
Accounting Staff, Institute of, 121, 133-134, 202, 216.
Advanced (A) Course, 101.
African-American Studies, Performer's Certificate in, 165.
agricultural colleges, 14.
Agricultural Science, Diploma in, 157.
agriculture, 111-112, 142, 146, 148-149, 152, 154-155, 156, 158;
  Guyana School of Agriculture, 83
  pre-agriculture year, 97
  teachers of agriculture (Jamaica), 81
  Teacher's Diploma in Agriculture, 83.
Agriculture, Certificate in, 155.
Agriculture, Diploma in, 111, 149, 154, 157, 221.
Agriculture, Faculties of, 91, 96-97, 104, 112.
Agriculture, Special Diploma in, 112, 221.
aided schools, 22.
Air Conditioning & Refrigeration Technician Certificate, 136.
all-age schools, 19, 21, 28.
allied health professions,
  community health, 184
  dental auxiliaries, 184
  dietetic technology, 185
  health education, 186
  health services administration, 187
  medical laboratory technology, 187-189
  medical records technology, 189-190
  nursing, 190-193
  occupational therapy, 193
  pharmacy 194-195
  physiotherapy, 195
  pre-health services, 195
  public health inspection, 195
  x-ray technology, 196.
Animal Health Assistants. *See* REPAHA.
Anguilla, 1;
  secondary education, 29.
Antigua, 2, 29, 45;
  secondary education, 29
  teacher training, 84-85
  teacher training colleges, 69.
Antigua Technical Institute, 119, 216.
Antilles Islands, 1.
Aquinas College, 29.
American College Testing Program, 125.
American Institute for Free Labor Development, 153.
Architectural & Building Technician Certificate, 151.
Architectural Technology Diploma, 129.
architecture, 102, 113-114, 129, 151.
art. *See* Jamaica School of Art.
art & crafts, 126, 143.
art & design, 142.
Arts, Faculty of, 109-110.
Arts & General Studies, Faculties of, 91-92, 97-98, 104.
The Asquith Commission, 90.
Associate in Arts, 142.
Associate of the College of Preceptors Diploma, 94.
associate degrees, 142.
Associated Examining Board, 24
  G.C.E., 24.
Associate in General Science, 142.
Associate in General Studies, 142.
Associate of the Library Association Diploma, 94.
Associateship in Science, 97.

Association of Certified Accountants, 121, 132, 133, 141, 197-198, 216.
Association of International Accountants, 121.

Bachelor of Architecture, 114.
Bachelor of Arts, 95, 96, 109, 110.
Bachelor of Education, 95, 144.
Bachelor of Laws, 95, 99;
  Part I, 113.
Bachelor of Medicine/Bachelor of Surgery, 95, 100.
Bachelor of Social Science, 112.
Bachelor of Science, 95, 96, 98, 100, 101, 102, 110, 111;
  special, 102.
Bachelor of Technology, 114.
Bahamas, The Commonwealth of, 2;
  Junior School Certificate, 29, 59
  principal islands, 3
  secondary education, 29
  teacher training colleges (list), 69-70.
Bahamas Hotel Training College, 119, 216.
Bahamas Junior Certificate. *See* Junior School Certificate, Bahamas.
Bahamas School Leaving Certificate, 59, 143.
Bahamas Teachers' College. *See* College of the Bahamas.
banking, 142.
Banking A.I.B. Diploma, 132.
Banking, Institute of, 121, 132.
Barbados, 3, 45;
  secondary education, 28
  teachers colleges (list), 69.
Barbados Community College, 85, 120, 175, 187, 189, 194;
  admissions, 120
  bridging course, 123
  courses & credits, 121, 123
  Division of Commerce, 121
  Division of Community Services, 122
  Division of Fine Arts, 122
  Division of Health Sciences, 122
  Division of Liberal Arts, 122
  Division of Science, 123
  Division of Technology, 123
  G.C.E. A-level preparation, 121
  in-service teacher training, 122
  non-academic courses, 122
  preparation for professional association examination, 121
  preparation in single secretarial subjects, leading to Pitman and R.S.A. exams, 121
  transcripts and grades, 123.
Barbados Hotel School, 119.
Barbados Land Surveyor's License, 123.
Barbados Secondary School Certificate, Part I, 28, 59, 212.
Barbados School Leaving Certificate, 28, 59, 175, 212.
Basic Proficiency, 48-49.
Belize, 4, 45;
  secondary education, 29
  teacher training colleges, 69.
Belize Technical College, 119.
Bermuda, 4;
  secondary education, 29.
Bermuda College, 29;
  Commerce & Technology, Dept. of, 124
  Hotel Technology, Dept. of, 124.
Bermuda Secondary School Leaving Certificate, 29, 60.
Bethlehem Teacher's College, 68.
bilateral schools, 22.
block release, 150.
Board of Education (British Virgin Islands), 5.
Board of Surveyors in Barbados, 123.
Board of Teacher Training (Trinidad and Tobago), 76.
bridging course, 123.
British Virgin Islands, 3, 45;
  principal islands, 5
  secondary education, 30.
Browns Town Community College, 145-146.
Building Department, 129-131.
Burnham Agricultural Institute, 155.
Business Administration Diploma, 132.
Business Education & Management, Department of, 167.
business studies, 132-135, 142, 143, 144, 146, 151, 167-168, 178, 197-198, 202, 203, 204-205, 206-207.
Business Studies, Higher Certificate in. *See* Higher Certificate in Business Studies.
Business Studies, Ordinary Certificate in. *See* Ordinary Certificate in Business Studies.
Business Studies Certificate, 134.

Caenwood Junior Teachers' College, 79, 219.
Caledonia Junior College, 78-79, 219.
Cambridge Junior School Certificate, 39.
Cambridge Overseas School Certificate. *See* School Certificate.
Cambridge Senior School Certificate. *See* School Certificate.
Cambridge School Certificate. *See* School Certificate.
Canada, Government of, 181.
Canadian International Development Agency, 172.
Caribbean Advisory Committee, 46.
Caribbean Examinations Council (CXC), 13, 15, 23, 31, 45-54;
  chief administrative officer, 48
  comparison with G.C.E., 53
  CXC Secondary Education Certificate, 48, 53
  exam procedures, 50-51
  exam subjects, 49
  future of CXC, 53-54
  grading scale, 51
  organization, 47-48
  participating territories, 45
  profile report, 52
  structure of CXC exams,
    Basic Proficiency, 48-49
    comparison of Basic & General Proficiency syllabuses, 49-50
    equivalents, 52-53
    General Proficiency, 48-49
  subjects & exams, 49
  syllabuses, 49-50.
Caribbean Meteorological Institute, 119;
  Class II Certificate, 94
  entry to U.W.I., 94.
Caribbean Union College, 69, 87, 125-126;
  admission, 125
  courses & credits, 125
  postsecondary programs, 125
  recognition & accreditation, 125
  transcripts & grades, 176.
Carnegie Corporation, 148.
Carnegie School of Home Economics, 69, 82, 126, 216.
Carnegie Trade School. *See* Carnegie School of Home Economics.
Carron Hall Vocational School for Girls, 158.
C.A.S.T. *See* College of Arts, Science, and Technology.
Catering Certificate, 139.
Cayman Islands, 1, 5, 45;
  secondary education, 30.
Ceramics, Department of, 159.
Certificate of Merit, 162.
Chemical Pathology, Diploma in, 111, 221.
Chemical Technology Certificate, 140.
Child Care & Development Certificate, 139.
Child Minders' Certificate, 122.
Church Teachers' College, 68.
Cipriani, Arthur Andrew, 127.
City and Guilds of London Institute (C.G.L.I.), 24, 47, 114, 123, 124, 136, 137, 138, 141, 143, 151-152, 198-199, 216.
C.G.L.I. Full Technological Certificate, 151, 210.
C.G.L.I. Ordinary Certificate, 151.
C.G.L.I. Ordinary Diploma, 151.
Clifton Dupigny Technological College, Dominica, 119.
Clothing & Fashion Program, 139.
Codrington College, 90, 127-128.
College of Arts, Science, and Technology, 14, 68, 81, 120, 187, 189, 194;
  admissions, 129
  admission to U.W.I., 94, 95, 98
  awards, 128
  Building Department, 129
  Commerce Department, 131
  courses & credits, 141
  Engineering Department, 135;
    technician, qualifications, 136
    technical engineering, qualifications, 135
  Food Science & Management, Department of, 139
  grades & transcripts, 141
  Science Department, 140.
College of the Bahamas, 86, 141-144;
  Applied Science Division, 141
  Associate in Arts, 86, 142
  awards, 142
  B.Ed. awarded by Univ. of Miami, 86
  Business & Administrative Studies Division, 141
  college certificates, 143
  college diplomas, 143

degrees, 144
external exams, 143
Humanities Division, 141
Natural Sciences Division, 141
pre-college program, 143
programs, 142
Social Sciences Division, 141
teacher training, 69, 70, 86, 143
Technical & Vocational Studies Division, 141
university transfer, 142.
The College of Jamaica, 144-145.
College of Preceptors, 27, 42-43, 94, 199-202, 216;
associateship, 200
Diplomas in School Management Studies, 201
fellowship, 201
licentiateship, 201
personal study courses, 202
Preliminary Certificate, 43
School Certificate, 42-43, 200, 212.
College of Preceptors Certificate (completion of Grade 10), 42-43, 212.
Colonial Development & Welfare Fund, 148.
Commerce, Division of, 121.
Commerce, Institute of, 121.
Commerce, Ordinary Diploma in, 112, 151; curriculum, 153.
Commerce Department, 131-135.
Commerce & Technology, Department of, 124.
Commercial & Domestic Arts Institute, Grenada, 119.
Common Entrance Examination, 15, 20, 23, 27, 28, 58, 212.
Commonwealth Caribbean Regional Project for the Education & Training of Allied Health Personnel, 120, 140;
headquarters, 182
participating territories, 181
program summary, 182, 184
regional training centers, 181.
Commonwealth Centre for Advanced Youth Work, 112.
Commonwealth Fund for Technical Cooperation, 181.
community colleges, Jamaica, 145-147;
current & future development, 147
program content, 147.
Community Health, Diploma in, 100, 184.
community high schools (Guyana), 28.
Community Services, Division of, 122.
comprehensive secondary schools, 15, 20, 22, 25, 26, 27;
curriculum, 26-27
Trinidad & Tobago, 25-27.
Construction Certificate, 130.
Construction Engineering Technician Certificate, 130-131.
Construction Management Diploma, 129.
Cooperative Republic of Guyana. *See* Guyana, Cooperative Republic of.
Council of Engineering Institutions, 135.
Council of Engineering Institutions Part II Examinations, 138.
Counselling Techniques Certificate, 122.
craft certificates, 1977.
craft diplomas, 177.
craft options, secondary, 27.
Critchlow Labour College, 148;
Clerical Office Practice Course, 148
Industrial & Social Studies, Certificate in, 112
Industrial Relations & Sociology Course, 148
Public Speaking Course, 148
Supervisory Training Course, 148
C. R. Walker Technical College. *See* College of the Bahamas.
Cuba, 1.
Cultural Training Centre (Jamaica), 144. *See also* Jamaica Schools of Art, Dance, Drama, and Music.
Curriculum Development, Department of, 68.
Curriculum Development Thrust, 80.
Cyril Potter Teacher Training College, 69, 81.
CXC. *See* Caribbean Examinations Council.

day release, 150.
degree classifications, 95, 96, 105.
degrees, diplomas, & certificates, 95-96, 219-221.
dental auxiliary (dental nurse), 184.
Dental Auxiliary's Certificate, Jamaica, 185.
Dental Chairside Assistant, 185.

Department of Education (Turks and Caicos Islands), 11.
Department of Health, Education, and Social Services (Cayman Islands), 5.
Dietetics and Nutrition, Diploma in (Jamaica), 185.
Dietetic Technician's Certificate, Barbados, 185.
Diploma of Associateship of the Imperial College of Tropical Agriculture, 156.
Diploma of Associateship of the Imperial College of Tropical Agriculture—Sugar Technology, 156.
Distributive Education & Management, Department of, 168.
documents,
  forged, 43, 209
  required, 209-210.
Dominica, 6, 45;
  secondary education, 30
  teacher training, 84, 85.
Dominica Teachers' College, 69, 84.
drama. *See* Jamaica School of Drama.
Drama, Specialist Certificate for Teachers of, 163.

Eastern Caribbean Farm Institute. *See* Eastern Caribbean Institute of Agriculture & Forestry.
Eastern Caribbean Institute of Agriculture & Forestry, 148-149;
  entry to U.W.I., 94
  exemption, 96, 97.
Education, Bachelor of, 63, 65-66, 95.
Education, Certificate in, 65, 67, 219.
Education, Diploma in, 64, 66-67, 91, 219.
Education, Doctor of Philosophy in, 64.
Education, Faculty of, 65-68, 110.
Education, Preliminary Certificate of, (Guyana), 27, 60, 212.
Education, Master of Arts in, 64.
Education, School of (U.W.I.), 76, 92, 98, 104.
educational system,
  approach, 13
  restructuring of system, 14
  selective education, 14.
Electrical Engineering, Department of, 168.
Electrical Engineering Certificate, 136.
Electrical Engineering Diploma, 136.
Electrical Technician Certificate, 137, endorsement, 137.
Electrician's License, 138.
Electronic Techniques Certificate, 138.
eleven-plus examinations, 20.
emergency teacher training at Moneague, 79, 85, 86.
emergency teacher training schemes, 78, 79, 85, 86, 218, 219.
End of Fourth Year Pupil-Teachers' Examination Certificate (Guyana), 81, 212.
engineering, 92, 98-99, 108, 113-114, 123, 129-130, 135-139, 143, 149, 150, 151, 152, 168-169, 170-173, 175-176, 198.
Engineering, Faculties of, 92, 98-99, 104; admissions exemptions, 98.
Engineering Department, 135-139.
equivalents, educational, 16.
Erdiston Teachers' College, 71-72, 79, 83, 84, 85, 123, 218;
  courses offered, 85.
examinations, 15, 23;
  College of Preceptors Exam, 27
  Common Entrance Exam, 15, 20, 23, 27, 28, 58, 212
  CXC Secondary Education Certificate, 52
  G.C.E., 31 ff.
  G.C.E., technical, 24
  Grade Nine Achievement Test, 23, 24, 212
  local, 45 ff, 59, 212
  Preliminary Certificate of Education Exam, 27
  Secondary School Entrance Exam, 27
  School Certificate, 38-41
  technical examinations, 210
  Technical High School Entrance Exam, 23, 212.
Excelsior Community College, 68, 145-146.
EXED. *See* Excelsior Community College.
external qualifications, 129.
Extra-Mural Studies, Department of, 93, 106, 117, 194.

fine art, 122, 158 ff.
Fine Art, Division of, 122.

first degrees with special notations, 95.
The Food and Agricultural Organization, 172.
Food Service Organization & Supervision Certificate, 139.
Food Science & Management, Department of, 139, 140.
food technology,
Diploma in, 98-99, 220
M.Sc. in, 99.
forestry, 149.
Forestry, Diploma in, 149.
forged credentials, 43.
Form VI, 23, 146.
Florida International University, 142, 144.
Fredericke School of Home Economics, 119.
Full Technological Certificate (F.T.C.), 135, 151.

General Certificate of Education, 16, 21, 22, 23, 28, 31 ff., 121;
A level, 23, 29, 34-35
comparison with CXC, 53
comparison of G.C.E. and School Certificate, 42
counting high school units, 36-37
counting subjects, 37-38, 213-215
examining boards, 32, 41
future, of G.C.E., 53-54
General Paper, 36
grades at A level, 35
grades at O level, 33
joint exams with School Cert., 40
forged credentials, 43
OA level, 35-36
O level, 23, 29, 32-34
preparation for A level, 122, 123
special papers, 36
standards, 36.
General Paper, 36.
General Proficiency, 48-49.
General Technical Diploma, 113, 221.
Goodwill Home Economics Training Centre, 158.
government schools, 22.
Government Technical Institute (Guyana), 112, 120, 149;
admissions, 150
awards, 150
C.G.L.I. Certificate, 151
curriculum, 153
courses & credits, 152-153
fulltime programs, 152
grading scale, 153
part-time programs, 152
transcripts & grades, 152
types of course, 149.
Government Training College (Belize), 69, 79, 86.
Government Training College (Guyana), 79.
Government Training College (Trinidad), 69.
Grade Nine Achievement Test, 23, 24, 58, 212.
Grade Six Achievement Test, 58, 212.
graduate education, 64.
grammar school, 79.
Graphic and Applied Arts, Department of, 169.
Graphic Design, Department of, 159
Greater Antilles, 1.
Grenada, 6, 45;
secondary education, 30.
Grenada Boys' Secondary School, 30.
Grenada Primary School Leaving Certificate, 30.
Grenada Teachers' College, 69, 84.
Grenada Technical Centre, 119.
Grenada Technical & Vocational Institute, 119.
grouped-subject certificates, 203, 206.
Guyana, Cooperative Republic of, 7, 15, 45;
Preliminary Certificate of Education, 27, 60
secondary education, 27-28
Secondary School Entrance Exam, 20, 27
teacher training colleges, list of, 68-69.
Guyana Industrial Training Center, 153-155;
admissions, 154
programs, 154
transcripts & grades, 154.
Guyana School of Agriculture, 69, 83, 96, 97, 110, 111, 154;
curriculum, 154.
Higher Diploma of, 97.

Health Education, Diploma in, 186.
Health Services Administration, Diploma in, 187.
Health Sciences, Division of, 122.
Health Sciences Tutor's Certificate, 186.
Higher Certificate in Business Studies, 205.
higher degrees, 96.
Higher National Certificate (H.N.C.), 135, 151, 203, 204.
Higher National Diploma (H.N.D.), 135, 203, 204.
Higher Secretarial Group Certificate, 121.
Higher School Certificate, 41, 42, 216;
grading, 41
subsidiary level, 41, 94.
Higher Technical Diploma, 98, 114, 221.
high school graduation, 213.
high schools (Jamaica), 23.
highway engineering, 109, 114.
History, Guyanese & West Indian, M.A. in, 109.
home economics, 81, 82, 119, 126, 143, 170;
certificate for qualified teachers, 82,
Hon. Economics, Department of, 170.
Hotel School (Barbados), 155.
Hotel Technology, Department of, 124.
hotel training, 196.
Housecraft Center, Barbados, 155-156.
Household Science, Associate Degree in, 157.
Household Science, Diploma in, 157.

Imperial College of Tropical Agriculture, 90, 91, 97, 156;
diplomas & U.S. equivalents, 156.
Imperial College of Tropical Agriculture, Diploma of, 156.
Imperial College of Tropical Agriculture, Diploma of (Sugar Technology), 156.
independent schools, 22.
Industrial Management Certificate, 134.
Industrial & Social Studies, Certificate in, 148.
In-Service Teacher Education Thrust, 68, 80.
In-Service Teacher Training Programme (Guyana), 69, 82.
In-Service Teacher Training Programme for Non-Graduate Teachers in Approved Secondary Schools, 85.
Inspection of Meat & Other Foods, Certificate in, 195.
Institute of Accounting Staff, 121, 202, 133-134, 216. *See also* Association of Certified Accountants.
Institute of Banking, 121, 132.
Institute of Chartered Secretaries and Administrators, 121, 129, 132.
Institute of Commerce, 121.
Institute of Education, 63.
Institute of Jamaica, 158, 162, 163.
Institute of Marketing Certificate, 134.
Institute of Marketing Diploma, 134.
Institutional Management Certificate, 139, 187.
Institutional Management Department. *See* Food Science & Management, Department of.
Institution of Electrical and Electronics Technician Engineers, 139.
Institution of Electrical Engineers, 135.
Institution of Plant Engineers, 139.
Institution of Works Managers, 134.
Instrumental (or Vocal) Teaching, Certificate in, 165.
Instrument Technology Certificate, 140.
Intermediate Training Centre, 86.
International Relations, Certificate in, 103.
International Relations, Diploma in, 102, 220.
Introductory (I) Course, 101.
Irvine Committee, 90.
Irvine, Sir James, 90.

Jamaica, 7, 15, 45;
high schools, 23
Jamaica School Certificate, 24, 57-58
junior secondary schools, 24
local examinations, 58-59, 212
Ministry of Education, 8
new secondary schools, 25
Secondary School Certificate, 54
secondary education, 23-25
selection exams, 58
technical high schools, 23-24

Third Jamaica Local Examinations, 77, 212.
Jamaica Certificate of Education, 59, 212.
Jamaica Institute of Technology, 128.
Jamaica Local Examinations, 58-59, 212.
Jamaica National School of Drama, Certificate of the, 163.
Jamaica National School of Drama, Diploma of the, 163.
Jamaica School of Agriculture, 68, 81, 94, 96, 97, 156-157;
admissions, 157
current programs, 157
former programs, 157.
Jamaica School of Art,
credits, 160-161
curriculums, 159-160, 161
departments, 159
programs, 158
teacher training, 68
transcripts & grades, 162.
Jamaica School of Art, Certificate of the, 158.
Jamaica School of Art, Diploma of the, 158.
Jamaica School Certificate, 57-58, 212.
Jamaica School of Dance,
diploma, 162
programs, 162
teacher training, 69
transcripts/credits, 163.
Jamaica School of Drama,
credits, grades, & transcripts, 164
diploma curriculum, 163-164
programs, 163
teacher training, 69.
Jamaica School of Music, 164-166;
admissions, 166
credits, 166
certificates, 165
diplomas, 165
divisions & departments, 166
Preliminary Course, 164
Preparatory Course, 164
programs, 164-166
teacher training, 69
transcripts & grades, 166.
Jewelcraft, Department of, 159.
John S. Donaldson Technical Institute, 14, 69, 83, 94, 120, 167-172;
admissions, 167
awards, 167
courses & credits, 172
craft certificates, 168-171
curriculum example, 171-172, 173
Department of Distributive Education & Management, 168
Department of Electrical Engineering, 168
Department of Graphic & Applied Arts, 169
Department of Home Economics, 170
Department of Land Surveying, 170
Department of Mechanical & Building Engineering, 171
programs, 167
technician certificates, 167-171
transcripts, exams, grades, 172.
Joint Board of Teacher Education, 70, 73, 78, 80.
Junior Construction Certificate, 131.
junior secondary education, 21, 23, 211-212;
Bahamas, 29
Belize, 29
Cayman Islands, 30
Guyana, 27
Jamaica, 24-25
Trinidad & Tobago, 25-26.
Junior Construction Certificate, 131.
Junior School Certificate, Bahamas, 29, 59, 212.

Knox Community College, 145-146.
Knockalva Agriculture Training Centre, 158.

Laboratory Technician Certificate, 141.
Labour Studies, Diploma in, 127.
Lady Mico, 61.
Land Surveying, Department of, 170.
Land Surveying Diploma, 130.
Land Surveying Technician Certificate, 130, 150.
Land Surveyors Association, 123.
Land Surveyor Technician's Diploma, 150.
law, 92, 99, 113, 219.
Law, Faculty of, 92, 99, 104.
Leeward Islands, 1.
Leeward Islands Teachers' Training College, 69, 84, 218.
Legal Secretary's Certificate, 134.

Liberal Arts, Division of, 122.
Library Studies, Postgraduate Diploma in, 97, 220.
Licentiateship of the Institute of Building, 131.
Lilian Dewar Teacher Training College, 69, 82, 217.
Loma Linda University, 178, 190.
London Chamber of Commerce and Industry, 121, 133, 216;
grouped-subject certificates, 203
Higher Certificate in Business Studies, 205
marks & grades, 205
Ordinary Certificate in Business Studies, 205
ordinary and higher diplomas and certificates, 203-204
Lower Form VI, 23.
Lucea School of Home Economics, 158.

Management, Diploma in, 112.
Management Studies, Certificate in, 103, 220.
Management Studies, Diploma in, 103, 127, 220.
Marketing, Institute of, 132.
marks & grades, 210.
Massachusetts College of Pharmacy, 194.
Mass Communication, Diploma in, 97, 220.
Master of Arts, 97, 109.
Master of Science, 97, 99, 102.
master's degrees in engineering (U.W.I.), 99.
Master of Philosophy, 96.
Mausica Teachers' College, 69, 75.
Mechanical & Building Engineering, Department of, 171.
Mechanical Engineering Certificate, 136.
Mechanical Engineering Diploma, 136.
Mechanical Technician Certificate, 137; endorsement, 137.
Medical Laboratory Technology, 187-189.
Medical Records and Health Statistics Certificate, 140.
Medical Records Technology, 189-190.
Medical Technology, Certificate in, 110, 140, 221.
medicine, 93, 95-96, 100-101, 140-141, 184, 219.
Medicine, Faculty of, 93, 95, 100-101;
courses & credits, 104
postgraduate diplomas, 101
special degree, 95
specialist degrees, 100, 220.
Mico College (Jamaica), 61, 69.
Microbiology, Diploma in, 111, 221.
Middle Management, Diploma in, 177.
multilateral secondary schools, 22, 28.
Ministry of Education (Bermuda), 4.
Ministry of Education (Grenada), 7.
Ministry of Education (Jamaica), 8.
Ministry of Educational and Youth Affairs (St. Vincent), 10.
Ministry of Education and Community Development (Barbados), 3.
Ministry of Education and Culture (Antigua), 2.
Ministry of Education and Culture (Bahamas), 2.
Ministry of Education and Culture (Trinidad and Tobago), 11, 76, 125.
Ministry of Education and Health (St. Lucia), 9.
Ministry of Education, Health and Social Affairs (St. Kitts and Nevis), 9.
Ministry of Education, Health and Welfare (Montserrat), 8.
Ministry of Education and Housing (Belize), 4.
Ministry of Education, Social Development and Culture (Guyana), 7.
Ministry of Education, Youth Affairs, and Cooperatives (Dominica), 6.
Ministry of Social Services (Anguilla), 2.
Modern Secondary School, 29.
Moneague. *See* Emergency Teacher Training at Moneague.
Moneague Teachers' College, 69.
Montego Bay Community College, 145-146.
Montserrat 8, 45;
secondary education, 30.
Montserrat Accord, 45.
Montserrat Technical School, 119.
music, 178. *See also* Jamaica School of Music.
Music Education, Graduate Diploma in, 165.

N1 Examination, 94, 97, 100, 101, 102.
N1 Year, 93, 101.
Naparima Training College, 69.
National Council on the Evaluation of Foreign Educational Credentials, 119, 181, 197, 211, 222.
National Technician Certificate, 172.
Natural Sciences, Faculties of, 104, 105;
Univ. of Guyana, 110-112.
U.W.I., 101-102
Nazarene High School, 29.
New Amsterdam Technical Institute. *See* Government Technical Institute (Guyana).
new secondary schools, 25.
nursing, 144, 146, 184, 186, 190-193;
bachelor's degree, 178, 190.
Certificate in Nursing Administration, 100, 220
Certificate in Nursing Education, 100, 186, 190, 220
dental nurse, 184
midwife, 191
Ministry of Health programs, 190-191
nursing aides, 190
nursing assistants, 190
post-basic programs, 191
registered mental nurse, 191
registered nurse, 190
schools of nursing, 191-193.
Nursing Education, Certificate in, 186.

Ordinary Certificate in Business Studies (O.C.B.S.), 112, 121, 133, 134, 205, 216.
Ordinary and Higher Diplomas and Certificates, 203-204;
certificate of supplementary study, 204
endorsements, 204
Ordinary National Certificate (O.N.C.), 199, 203-204.
Ordinary National Diploma (O.N.D.), 123, 199, 203-204.

Painting, Department of, 159.
Pan-American Health Organization, 140, 172, 181, 190.
Pastry-Making, Advanced Certificate in, 139-140.
Performer-Teacher Certificate, 162.
Personnel Management Certificate, 135.
Pharmacy, 194-195;
apprenticeship programs, 194
Diploma in Pharmacy, 194
dispensing, 194
technicians, 194-195.
Pharmacy Council (Jamaica), 141.
Pharmacy Diploma, 110-111, 141, 221.
Photography, Department of, 159.
physiotherapy, 195.
Pierson High School, 30.
Pitman Examination Institute, 121, 124.
placement recommendations, 119 ff., 181 ff., 197 ff., 209-221.
Port of Spain General Hospital, Trinidad, 100.
Port of Spain Teachers' College, 69.
postgraduate diplomas, 101.
post-primary education, 21.
Power Systems, M.Sc. in, 99.
pre-health services, 189, 195, 196.
Preliminary (P) Courses, 101.
Preliminary In-Service Course, 85.
Preliminary Year, 93.
Preparatory In-Service Program, Dominica, 188.
pre-primary education, 19.
Presentation College, 30.
primary education, 19, 211;
all-age schools, 19
curriculums, 19
examinations, 20
percentage of trained teachers, 62.
primary school leaving certificates, 60.
Private Secretary's Certificate, 121.
Probationary Assistant II, 85.
probationary teachers, 21, 85, 212.
Public Administration, Certificate in, 103, 220.
Public Administration, Diploma in, 103, 220.
Public Communication, Diploma in, 113, 221.
Public Health Centre, 187.
Public Health Inspection, 195.
Public Health Inspector's Certificate, 195.
Public Management, Diploma in, 112, 221.
pupil-teachers, 21, 85;
examinations, 59, 212.

Quantity Surveying Diploma, 130.
Queen Elizabeth Hospital, 100, 187.

Radiography, Certificate in, 196.
Radio & Television Technician Certificate, 138.
Recreation Leadership Training Course, 122.
Refrigeration Practice Craft Certificate, 151.
Regional Conference on the Training of Teachers, 63, 65, 79.
REPAHA (Animal Health Assistants), 172-175;
admissions, 174
curriculum, 172, 174
grades, 174
participating countries, 172.
Republic of Trinidad and Tobago. *See* Trinidad and Tobago, Republic of.
resident tutors, 103, 106.
Roman Catholic Training College, 69.
Rosedale Housecraft Centre, 158.
Royal Society of Arts, 121, 133, 143, 206-207, 216;
grouped-subject certificates. 206.
Royal Society for the Promotion of Health (Britain), 195.

St. Andrews University, 90.
St. Ann Housecraft Training Centre, 158.
St. Augustine's Secondary School, 29.
St. Christopher. *See* St. Kitts and Nevis.
St. John's Training College, 70, 86.
St. Joseph's Teachers' College, 69.
St. Kitts and Nevis, 9, 45;
secondary level, 30
teacher training, 84-85.
St. Kitts/Nevis/Anguilla (earlier alliance), 45, 181.
St. Kitts-Nevis Teachers' College, 70, 84.
St. Lucia, 9, 45;
teacher training, 84-85.
St. Vincent, 10, 45;
principal islands, 10
secondary education, 30.
St. Vincent Teachers' College, 70, 84.
St. Vincent Technical College, 119.
St. Vincent Vocational Centre, 119.
Sam Sharpe Teachers' College, 69.
Samuel Jackman Prescod Polytechnic, 120;
admission, 175
awards, 175
grades, 176
programs, 176.
San Salvador Teachers' College. *See* College of the Bahamas.
Science, Ordinary Diploma in, 151.
Science Department, 140-141.
School Certificate, 38-41, 216;
Division I or II, 42
grading, 33, 39-40.
School of Dance, Certificate of the, 162.
School of Dance, Diploma of the, 162.
School Examinations Committee, 47.
School Management Studies, Diploma in, 201.
School Music Teaching, Certificate in, 165.
schools, types of,
aided, 22
government, 22
independent, 22.
Sculpture, Department of, 159.
secondary education, 21 ff; 209, 211-212;
Anguilla, 29
Antigua, 29
Bahamas, 29
Barbados, 28
Belize, 29
Bermuda, 29
British Virgin Islands, 30
Cayman Islands, 30
Dominica, 30
Grenada, 30
Guyana, 27-28
Jamaica, 23
Montserrat, 30
St. Kitts-Nevis, 30
St. Lucia, 30
St. Vincent, 30
technical, 23, 26
Trinidad and Tobago, 25-27
Turks and Caicos Islands, 30
Secondary Education, Certificate of, 46, 47.
Secondary Education, Certificate of (CXC), 48, 53.

Secondary School Certificate (Jamaica), 54-57;
comparison with other exams, 57
future of, 57
grading, 55, 56
subjects, 56, 57.
Secondary School Entrance Examination (Guyana), 20, 27, 212.
Secretarial Certificate, 133.
Secretarial Science, Diploma in, 150.
senior secondary schools, 27-28.
Senior Secretarial Studies Certificate, 135.
Seventh Day Adventist Colleges, 87, 125, 177-179.
Science, Division of, 123.
Shortwood Teachers' College, 69, 74.
Sixth Form College (Dominica), 30.
Social Sciences, Faculties of,
Univ. of Guyana, 112-113
U.W.I., 93, 102-104.
Social Work, Certificate in, 103, 220.
Social Work, Diploma in, 113, 122, 221.
Society of Medical Technologists of the West Indies, 188-189.
Somer Islands. *See* Bermuda.
Special Course for Members of the Colonial Agricultural Service, 156.
statements of attendance, 129.
Structural Engineering Diploma, 129.
Structural Technician Certificate, 131.
sugar technology, 98, 156.
Supervisory Management Certificate, 135.
Sworn Land Surveyor's Certificate, 114.

teacher education, 61 ff;
emergency training schemes, 79
exams & grades, 76
list of teacher training colleges, 68-69
other three-year programs, 78
technical education, 123
training in arts & crafts, 122
transcripts & credits, 76
Trinidad and Tobago, 83
two-year teacher training programs, 70-75
university programs, 62-68
certificates & diplomas, 64-65, 66, 67
degrees, 63, 64, 65.
teacher qualifications,
admission to training colleges, 75-76
Caledonia Junior College, 79
C.A.S.T. Technical Education Diploma, 81
percentage of trained & untrained teachers, 62
teachers of agriculture (Jamaica), 81
untrained teachers, 61.
Teachers Certificate for Junior Secondary Education (Bahamas), 143.
Teachers Certificate for Primary Education (Bahamas), 143.
Teachers of Dance, Diploma for, 162.
Teacher's Diploma in Agriculture, 83.
teacher training, Belize, 86;
internship, 86, 218.
teacher training, Guyana,
in-service training, 82, 219
pre-service training programs, 81
short in-service courses, 219
specialty training programs, 82
teacher training colleges (list), 69.
teacher training, Jamaica,
Caledonia Junior College, 78-79
C.A.S.T. Technical Education Department, 81, 217
current programs, 78, 217-218
curriculum, 2-year colleges, 70-75
Curriculum Development Thrust, 80
emergency training at Moneague, 79
former 3-year programs, 77, 217
In-service Teacher Education Thrust, 80, 219
internship, 78
teachers of agriculture, 81
teacher training colleges (list), 68-69.
teacher training, Trinidad and Tobago, 69, 75;
teacher training colleges (list), 69
technical education, 83, 218
two-year programs, 83, 218.
teacher training colleges, 217-219;
admission qualifications, 84
list of, 68-69
programs that do not follow normal two-year pattern, 85-86, 218
statistics on colleges of the Eastern Caribbean, 84.
Teaching and Performance, Graduate Diploma in, 165.

technical education, 149-154;
entrance exam, 58
career programs, 119
C.A.S.T. Technical Education Department, 81
comprehensive secondary schools, craft options, 27
John S. Donaldson Technical Institute, 167-172
secondary level, 23, 24, 25, 26, 30, 47
teacher training, 123
Trinidad and Tobago, 83.
Technical High School Entrance Examination, 58, 212.
Technical Institute Georgetown, 149.
technical teacher training, secondary level, 81.
Technology, Division of, 123.
Telecommunications Technician Certificate (endorsement), 138.
Tercentenary School of Nursing, 120, 186.
Textiles, Department of, 159.
Theology,
B.A., 95, 98
Licentiate, 98, 220.
Third Jamaica Local Examination, 78, 79, 212.
"Tops of the Primary School," 27, 28.
Trained Teachers Certificate, 67, 81, 109.
Trinidad and Tobago, Republic of, 10, 15, 20, 45;
comprehensive schools, 25-27
curriculums, 26-27
curriculum in teacher training colleges, 75
junior secondary schools, 25, 26
Primary School Leaving Certificate, 60, 212
secondary education, 25-27
senior secondary schools, 25-26
teacher training colleges (list), 69
technical education, 83
Trinidad and Tobago Hotel School, 177.
Tropical Agriculture, Diploma in, 97, 156, 220.
Tuskegee Institute, 156.
Turks and Caicos Islands, 11, 45.
secondary education, 30.

UNICEF, 181.
Union of Lancashire and Cheshire Institutes, 95, 136, 207, 216.
United Nations Development Program, 172, 181.
United States Agency for International Development, 153.
University College of the West Indies, 65, 90.
University of Durham, 127.
University of Guyana, 14, 65-68, 110, 149, 187, 194, 196;
academic programs, 109
admissions, 108
attrition, 107
courses & credits, 114-116,
comparison of credits (Univ. of Guyana and U.S.A.), 116
course codes, 115
development, 107
enrollment & awards, 108
examinations, 116-117
exemption at U.W.I., 98
extra-mural studies, 117
first degrees, 109
governance, 107
higher degrees, 109
transcripts/grades, 116
university programs in education, 65-68.
The University of Guyana Act, 107.
University Hospital of the West Indies, 100.
University of Jamaica. *See* College of Jamaica.
University of Jamaica (proposed), 128.
University of London, 90, 128.
University of Miami, 86, 142, 144.
The University of the West Indies, 13, 89-106, 142, 143, 144;
academic programs, 96 ff.
admissions, 93-95;
equivalence of exams, 94-95
lower-level matriculation, 94
normal matriculation, 93-94
certificates & diplomas in education, 64-65
contributing territories, 91
degrees in education, 63-65
development, 90
enrollment, 92

examinations, 105-106
extra-mural studies, 93, 106
faculties & departments, 91
finance, 91
first degrees, 95-96
special notation, 95
graduate degrees, 64
governance, 89
higher degrees, 96
Imperial College, 156
relationship with Codrington, 128
School of Education, 63, 76
transcripts & grades, 105
university programs in education, 62-65.
untrained teacher, 61, 77, 80.
Upper Form VI, 23.

vacation courses, 85.
The Valley Secondary School, 29.
Veterinary Public Health Unit, 187.
vocational education, 15.

Western Carolina University, 144.
West Indies Agricultural College. *See* Imperial College of Tropical Agriculture.
West Indies College, Jamaica, 69, 87, 177-178, 190;
courses & credits, 178
postsecondary programs, 178
recognition & accreditation, 178
transcripts & grades, 178-179.
Westmoreland Housecraft Training Centre, 158.
Windward Islands, 1.
Working Party on Development in Tertiary Education in Jamaica, 144.
World Health Organization, 172, 181.

x-ray technology, 196.

Y.W.C.A. School Leavers Institute, 158.

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

Officers of the Association 1978-79

President—Albert L. Clary, Director of Academic Services, Louisiana State University, Baton Rouge, LA 70803.

President-Elect—Elbert W. Ockerman, Dean of Admissions and Registrar, University of Kentucky, Lexington, KY 40506.

Past President—Stan Berry, Director of Admissions, Washington State University, Pullman, WA 99163.

Vice President for Admissions and Financial Aids—Howard B. Shontz, Systemwide Director-Relations with Schools, University of California-Berkeley, Berkeley, CA 94720.

Vice President for Data Management and Research—Donn B. Stansbury, Director of Admissions and Registrar, William Rainey Harper College, Palatine, IL 60067.

Vice President for International Education—Cliff Sjogren, Director of Admissions, University of Michigan-Ann Arbor, Ann Arbor, MI 48109.

Vice President for Records and Registration—Robert N. Melott, Vice President, Admissions and Data Systems, Tulsa Junior College, Tulsa, OK 74119.

Vice President for Regional Associations—Eugene A. Savage, Dean of Admissions, University of New Hampshire, Durham, NH 03824.

Secretary-Treasurer—Kenneth H. Bogard, Registrar, Miami University-Oxford, Oxford, OH 45056.

Executive Secretary—J. Douglas Conner, One Dupont Circle, Washington, DC 20036.

Assistant Executive Secretary—Hazel E. Benn.

AACRAO INTERNATIONAL ACTIVITIES

Vice President for International Education—Cliff Sjogren (title and address above).

World Education Series Committee—Rebecca R. Dixon (Chairperson), Assistant Dean, The Graduate School, University of Southern California, Los Angeles, CA 90007; Caroline Aldrich, Associate Director of Admissions, California State University, Chico, CA 95929; Richard N. Elkins, Director of Admissions, Kansas State University, Manhattan, KS 66506; David J. Harbeck, Director of Admissions, University of Nebraska, Omaha, NE 68101; Alan M. Margolis, Associate Registrar, Queens College, CUNY, Flushing, NY 11367; Thomas J. Monahan, Assistant in Comparative Education, Division of Professional Licensing, State Education Department, the University of the State of New York, 99 Washington Avenue, Albany, NY 12210; M. O. Phelps, Director of Admissions, University of Georgia, Athens, GA 30602; ex officio—Cliff Sjogren (title and address listed above); J. Douglas Conner (title and address listed above); Charles C. Hauch, Chief, Comparative Education Section, International Services and Research Branch, U.S. Office of Education, Washington, DC 20202; Mary Ann Spreckelmeyer, Acting Chief, Division of Student Support Services, Office of Academic Programs, Washington, DC 20547.

Managing Editor, WES, Lucy McDermott; Editorial Assistant, Paula Eurenius.

Committee Chairpersons:

AACRAO/AID Project—Lee Wilcox, Associate Director of Academic Services, University of Wisconsin, Madison, WI 53706.

Admissions, Evaluation and Placement—Marcine F. Drescher, Graduate Foreign Examiner, University of Wisconsin, Madison, WI 53706.

International Student Research—Fred Gunnell, Assistant Director of Admissions, Michigan Technological University, Houghton, MI 49931.

Study Abroad by United States Students—Claire S. Allen, Assistant Director for International Student Admissions, University of Houston, Houston, TX 77004.

PUBLICATIONS OF AACRAO*
PERTAINING TO INTERNATIONAL EDUCATION

WORLD EDUCATION SERIES—*Guides to the Academic Placement of Students from Foreign Countries in Educational Institutions in the United States* (Prices vary—please note carefully): Germany (1966), Iran (1970), Iraq (1966), Japan (1966), Jordan (1969), Mexico (1968), Saudi Arabia (1968), Spain (1967), and Vietnam (1970), each $1; India (1971) and the Republic of Korea (1975), each $3; Algeria (1978), Indonesia (1979), Nigeria (1977), Republic of China (1977), Syrian Arab Republic (1978), Thailand (1978), and Venezuela (1978), each $4; Commonwealth Caribbean, (1979), France (1975), Islamic Republic of Pakistan (1977), Israel (1976), and the United Kingdom of Great Britain and Northern Ireland (1976), each $6.

Placement Guides to Accompany U.S. Office of Education Publications: Chile (1965), Czechoslovakia (1964), New Zealand (1965), Peru (1965), Poland (1964), Soviet Zone of Germany (1966), Taiwan (1967), and U.S.S.R. (1966), all free; Brazil (1974), Hungary (1972), Selected French Speaking Sub-Saharan African Countries (1975), $1; Spain (1975), $2; Ghana (1976) and Japan (1976), each $3.

Do-it-Yourself Evaluation of Foreign Student Credentials (1966), $1.

Out of print publications are listed below. They are available from University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106. To order, please indicate order number.

Title	Order No.		Price	
Argentina (1962)	OP 56, 919	X$10	M$6	
Austria (1961)	OP 56,917	X 10	M 6	
Canada (1957)	OP 56,916	X 10	M 6	
Canada (1974)	PB 01,663	X 23.80	M 8	
Coastal Countries of the Arabian Peninsula (1974)	OP 2,006,186	X 23.60		LB$28.60
France (1964)	OP 71,677	X 15	M 6	
Greece (1974)	OP 2,006,187	X 10		LB 15
India (1964)	OP 63,854	X 14.10	M 6	
Italy (1962)	OP 56,910	X 11.60	M 6	
Korea (1958)	OP 56,909	X 10	M 6	
Lebanon (1964)	OP 71,701	X 11.30	M 6	
Libya (1972)	OP 2,006,188	X 14		LB 19
Mexico (1961)	OP 60,597	X 10.80	M 6	
Netherlands (1961)	OP 56,907	X 11.20	M 6	
Norway (1971)	PB 02,322	X 10.40	M 6	
Scandinavian Study Tour (1959)	OP 56,908	X 15.80	M 6	
Switzerland (1965)	PB 02,324	X 12.90	M 6	
Thailand (1959)	OP 56,913	X 11	M 6	
Turkey (1972)	PB 00,640	X 16.50	M 6	
United Arab Republic (1970)	OP 71,678	X 10.10	M 6	
United Kingdom (1963)	OP 2,001,921	X 16.70	M 6	
Venezuela (1961)	OP 56,912	X 10	M 6	
Placement Guides to Accompany U.S. Office of Education Publications:				
Afghanistan (1961)	OP 56,918	X$10	M$6	
Caribbean (1961)	OP 56,915	X 10	M 6	
Colombia (1974)	PB 01,665	X 10	M 6	
Hong Kong (1961)	OP 56,911	X 10	M 6	
Iran (1976)	OP 2,006,189	X 10		LB$15
Kenya (1973)	OP 2,006,190	X 10		LB 15
Philippines (1962)	OP 56,906	X 10	M 6	
Rumania (1961)	OP 56,905	X 10	M 6	
Tanganyika (1961)	OP 56,914	X 10	M 6	

X—XEROGRAPHIC M—MICROFILM LB—CLOTH BOUND

*Payment should be enclosed for all orders amounting to $20 or less, and requests should be addressed to:

American Association of Collegiate Registrars and Admissions Officers
One Dupont Circle, N.W., Suite 330
Washington, D.C. 20036

A complete listing of all journals, reports, and manuals published by AACRAO is available from the office of the Association.